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ABSTRACT

This conference proceedings includes the following papers: "Professors of Adult Education, Colleges of Education, and the Transformation of the Research University" (Common); "The Future of Adult Education" (Wisniewski); "Adult Education's Prospects in a Post-University World" (Smith); "Whither the University--Whither Academic Adult Education?" (Guy); "Lifelong Learning" (Amstutz); "Adult Education Courses, Certificates, and Degrees through Distance Education" (Cookson); "Good Cop, Bad Cop" (Burnaby); "Afterthoughts" (Peterson); "Critical Pedagogy in Practice" (Schied); "Critical Theory" (DeArrudah); "Practitioner Inquiry as Adult Literacy Staff Development" (Drennon); "What Should We Do with the HRD SIG (Human Resources Development Special Interest Group) and Its Membership?" (Paprock, Boulmetis, Londoner); "Instructional Improvement SIG Overview" (Beaudin, Slusarski); "The Aging, Learning and Work Quiz" (Galbraith); "Development and Use of the Instructional Perspectives Inventory in Graduate Adult Education" (Henschke); "The 'Philosophy of Adult Education Inventory(c)' (Zinn, 1983)" (Zinn); "Using Small Learning Groups in Graduate Education" (McElhinney, Murk); "Description of a Task Completed by a Small Learning Group" (McElhinney); "A Grant Writing Case--Using Small Groups" (Murk); "Technology Demonstration, Discussion, and Overview" (Bersch, McIntosh); "International Adult Education Cooperation and Exchange Revisited" (Cookson); "Women, Literacy, and Development" (Cassara); "International Adult Education and the University of Wyoming" (Sherritt); "Cooperation, Collaboration, and Networking" (Boucouvalas); "Institutional Publication Productivity in Selected Adult Education Journals" [abstract of presentation] (Rachal, Sargent); "Perceptions Resulting from the Creation of the RE/ACE (Research and Evaluation/Adult and Continuing Education) Dissertation Register" [abstract of presentation](Mason, Lifvendahl); "Ethical Issues in Conducting Adult Education Research" [abstract of presentation](Ferro, Dean); "Meeting the Challenges, Making Changes: Reflections of the 1994 CPAE (Commission of

Professors of Adult Education) Conference" (Slusarski). Appended are the following: minutes of the CPAE business meeting; 1994 annual report of doctorates conferred in adult education; Roger DeCrow William Rainey Harper Memorial International Classification System of Adult Continuing Education RE/ACE Dissertation Registry Project, 1994; and participant list. (MN)

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Challenge and CHANGE

Proceedings of the 1994 Annual Conference

Commission of Professors of Adult Education

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Nashville, Tennessee

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Challenge and Change

Proceedings of the
1994 Annual Conference

Commission of Professors of Adult Education

November 4-5, 1994
Nashville, Tennessee

Editors

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The 1994 Annual Conference of the
Commission of Professors of Adult Education
(CPAE)
was held November 4-5 at the
Stouffer Nashville Hotel

in conjunction with
the Annual Conference of the
American Association for
Adult and Continuing Education
(AAACE)

PREFACE

The 1994 Annual Conference of the Commission of Professors of Adult Education was in many ways the culmination of discussions held at the 1992 and 1993 meetings. The sense that the field is in a state of crises echoed throughout the previous conferences. The 1994 meeting sought to go beyond identifying potential strategies that adult education graduate programs need to adopt in order to survive and prosper in these postmodern times. Reverberating throughout the 1994 conference was the notion that not just adult education but all of higher education, especially Colleges of Education, are undergoing profound structural changes. Adult education, numerous speakers pointed out, can no longer afford to remain isolated from the larger development in graduate education. The opening panel consisting of a provost, a dean of a college of education, and a department chair provided conference participants with radically different visions of the future and the direction academic adult education needs to take in order to remain viable as a field of study. The panel set the tone for much of the discussion at the rest of the conference.

These proceedings are meant to reflect those discussions. Each speaker was asked to provide a summary of their remarks. In addition, several conference participants were asked to reflect on the various conference discussions and presentations. The editors believe that the summaries and reflections provide an excellent overview of the state of the field in 1994 and, we believe, will be useful to adult educators seeking to take the pulse of the academic adult education circa 1994.

In keeping with past practices, the proceedings have been organized chronologically, thus giving the reader some sense of the flow of the conference. The appendices provide information on the business aspects of the CPAE, including minutes of the business meeting, treasurer's report, and list of participants.

The editors wish to express their thanks to those who contributed manuscripts and to Cam Ingelin for her assistance and patience in typing much of the following proceedings. The quality of Cam's work made the task of compiling these proceedings manageable. Appreciation is also extended to the staff of Kansas State University's College of Education Copy Center who was responsible for producing the proceedings.

The Editors

Cheryl J. Polson
Kansas State University

Fred M. Schied
Penn State University

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A TRIBUTE TO ANDREW HENDRICKSON
NOVEMBER 17, 1899 -- MAY 7, 1993

Irwin Jahns
Florida State University

Andy had a long and distinguished career in Adult Education. He was one of those luminaries who helped shape the profession in its formative years and continued to do so throughout his life.

In his early career Andy taught social studies at the New York City Regents Evening High School (1929-1930), and was graduate assistant and instructor at Columbia University during his graduate study. (Can you imagine what he taught in Foundations of Adult Education, and in Methods and Materials in Adult Education during the late 30's and early 40's?) He earned his doctorate from Columbia in 1943 and became Director of Cooperative Education and Assistant Dean of Western Reserve University. In 1947 he began a 20-year career as professor and Director of the Center for Adult Education at Ohio State University. He retired from OSU and became a visiting professor at Florida State University. He was preceded by his wife, Norejane, who was on the faculty in the Department of Family and Child Development. As a visiting professor Andy started courses and professional development workshops in the areas of gerontology and correctional education. He was active in the establishment of the FSU Center on Aging, and eventually moved to a position with the Florida Board of Regents where he helped focus development of similar centers throughout the University system. When Andy finally retired (for the "third" time) he continued in an active role on the board of directors of the Tallahassee Senior Center.

Andy was like a surrogate father to the faculty at Florida State. He was full of energy, ideas and undefeatable spirit. We loved him and, I think, he saw us as his off-spring. He also loved his chosen profession and those who worked in it. In his final years, Andy would delight in recounting the people, experiences and events that charted our profession. He wrote a book on public school adult education (in 1943)! He was on the scene building new programs when WW II veterans were returning to academic study. He championed graduate study in adult education at Ohio State University where he was host for the important 1953 conference from which emerged the Adult Education Association of the USA. In the early 60s he conducted one of the first (if not the first) major study of the educational needs/activities of older adults. He rubbed elbows with the formative fathers of the field, was one of them, and in his own way, made a difference.

We'll miss Andy. We'll miss his wisdom and counsel. Though he worked with us at Florida State for a number of years, his "home" was at Ohio State. If you want to remember Andy, you may make a memorial contribution to the Andrew Hendrickson Scholarship Fund, ARPS Hall, Ohio State University, Columbus, Ohio 43210. The faculty at OSU can help you if you have questions. Or, if you wish, remember him through a contribution to the Big Bend Hospice, 1932 Miccousukee Road, Tallahassee, Florida 32308.

A TRIBUTE TO PENELOPE LOUISE RICHARDSON

Judith Cope
California State University

Penny touched the lives of many people, and I was no exception. She touched our lives both personally and professionally; we all share a common loss. Les Wilbur, the chairperson who hired Penny in the Higher Education Department at the University of Southern California, said that some "would describe Penny's life as a brilliant meteor. While it lasted, it lit up a sky and all of those around her. Then too swiftly, it disappeared." But Les said he will think of Penny as a "comet whose contributions assure a constant return of her values, ideas, teaching and research. For I know many of the lives that she touched, her graduate students and others, will always carry a part of Penny in their professional work, values that will be repeated over generations." Les continued by saying that Penny's academic and scholarly achievements were important, but it was her nature as a human being that gave the most impact to her work, her life, and the people around her.

It was Penny's sense of humor that most remember. It was especially precious to her friends, for it helped them deal with their own feelings of frustration during the time of her illness. Her warmth and kindness was an inspiration to those around her -- her students, her colleagues, her peers, and all who had the good fortune to know her. Tyson Reyes, a friend and colleague, wrote: "I loved Penny ... she epitomized the essence of higher education; the search for knowledge and truth and the embodiment of what life is about, despite its triumphs and tragedies."

During her illness, Penny and her mother, Elinor, made a remarkable and unbeatable team. Their hours, days, and months of tenacious work were rewarded slowly and unevenly, but they both persisted in their efforts, despite the odds. One of my memorable events during the period of Penny's recovery was to see her walking up to the registration table with her walker at the National Association for Adults with Special Learning Needs (NAASLN). Penny traveled with her mother from Los Angeles to Washington, D.C. to show her support for our new organization. Another personal note that you might want to know about Penny was that she stayed in the USC dorms for awhile. She made cookies for the students, and they would stop by for conversation. Dawn Marie Patterson, Dean of Continuing Education at California State Los Angeles and close personal friend of Penny, remembers that Penny once lamented that she had no children of her own. But, Dawn answered, "Penny, you have hundreds of children, people that you have impacted in a more powerful way -- as a mentor."

It was an honor and joy to have known Penny and I would like to thank her for all of her kindness, her steadfastness, her fortitude, her humor, and her loyalty. I feel that I can speak for all of us when I say that we were lucky to have known Penny and that she made the world a better place. As Les Wilbur said, "Penny's academic and scholarly achievements were important, but it was her nature as a human being that gave the most impact to her work, her life, and the people around her."

If you would like to help keep the spirit of Penny alive, please contribute to the:

Penelope Louise Richardson Scholarship
University of Southern California
School of Education
University Park
Los Angeles, CA 90089

CHALLENGE AND CHANGE IN THE POSTMODERN ERA FOR HIGHER EDUCATION AND COLLEGES OF EDUCATION

Opening Panel

PROFESSORS OF ADULT EDUCATION, COLLEGES OF EDUCATION AND THE TRANSFORMATION OF THE RESEARCH UNIVERSITY

Dianne Common
University of Regina, Saskatchewan, Canada

Considerations about the future of adult education as a field of academic study and professors of adult education as academics in colleges of education have to be nested within considerations about the future of universities. It is becoming quite clear that we are living in an era of criticism. Critics have spoken and written about the failure of institutional leadership, the growing erosion of diversity in university cultural life, the impoverishment of intellectual life, the professionalization of university athletes and the commercialization of athletics, and the misuse and abuse of public funds. There is a growing crisis in the public's confidence in the country's system of university education.

To restore public confidence, many universities across the United States are contemplating or are engaged in considerable organizational change. Downsizing, rightsizing, and re-engineering or even re-inventing are some of the language that captures what is happening. It is apparent that the expectations from the critics are that the changes will be deep and substantive, so much so that they will be what is described as transformative. In a very exciting way we are moving beyond refining and improving what has been; rather we are at a turning point. We are also at a point of opportunity. This is an opportunity for all who are involved in or who are affected by the work of universities. It is also a dramatic point of opportunity for professors of adult education and their academic homes, colleges of education. To act deliberately and significantly around this point of opportunity, we in education require a strategy. To propose the beginnings of such a possible strategy is my purpose. The consequence of this strategy could very well move education as a field of scholarly activity and practice into the very heart of transformative change of the university as an institution.

This strategy for professors of adult education and colleges of education is based in the need for and possibilities through interdependence. In a critical and essential way, the futures of all three, professors of adult education, colleges of education, and universities are interdependent. Such interdependence, however, is not generally recognized by faculty and administrators in colleges of education or in the larger university community. This lack of recognition is demonstrated by recent events such as cuts in resources for programs in adult education and faculty lay-offs. With the expertise of professors of adult education and the central ideas of the field itself, colleges of education will be enabled in their struggles to move from the distant periphery to the center of the debates about and actions in the transformation of the university.

The dominant model for universities in the United States is the research university. This is not to suggest that it is the only model of course. It is the model that houses most programs in adult education, and that is under the greatest contemporary attack from the consumers of its services to the providers of its finances. The primary focus of these attacks is the quality of the undergraduate experience and the pedagogy practiced. A companion focus is on the ineffectiveness of the governance structures of research universities in terms of their appropriateness to the continuing development of faculty in areas of responsibility other than research, and the organizational restructuring and cultural change characteristic of the transformation of the institution. One predictor for the success of such transformative change is the centrality of the colleges of education and professors of adult education in the policy development and implementation processes of the research universities. This, of course, is my thesis.

The first step in the formation of this strategy is to recognize the four conditions of the research university that have produced the problems, both episodic and systemic, that are recognized to be among those most in need of address, and the ways in which colleges of education through their bodies of professional knowledge and collective expertise can contribute to their resolution. These problematic conditions include the emphasis on research, the focus of faculty development in areas associated with research, the application of cosmopolitan or trans-institutional indicators as the primary measures of performance by faculty, and the practice of decentralized academic discipline-, field-, or profession-based governance. The problems created by each condition, although not mutually exclusive, can be distinguished for description and analysis.

The first condition of the research university is the emphasis on research. Many universities choose to describe themselves as research universities or research-intensive institutions, and do so to position themselves not just apart from the pack but above it. These universities use the research accomplishments of their faculty and former faculty as the primary and most powerful benchmark of the quality of institutional scholarship. The most important rewards such as tenure and promotion are given on the basis of faculty members' research reputations and productivities. Institutional resources are allocated in significant ways to individuals and areas that have had the greatest success in research activities as measured, for example, by the generation of external grants and contracts, numbers of publications in generally accepted, respected journals, and quality and numbers of graduate students.

This condition has given rise to the problems of devaluing teaching as part of the institution's mission and as a form of scholarly activity. The criticisms surrounding the quality of the undergraduate experiences include questions about who teaches as well as how well they teach. It is problematic when professors do not teach. Vast numbers of undergraduates are currently taught by a plethora of teaching assistants, consisting primarily of graduate students and sessional or part-time or fixed-term instructors. Too frequently, these teachers struggle to teach in extremely large group settings of class sizes of hundreds, and in not so rare instances, in excess of one thousand. A companion criticism is about the role of professors in the whole undergraduate mission of research universities.

To improve the quality of undergraduate education and particularly the effectiveness of teaching assistants, research universities typically established teaching development centers. Clearly, this represents on the surface a logical and desirable response. Actually, it is one that is fundamentally problematic for professors of adult education and colleges of education, and for the transformation of the culture of the university.

In most cases, these centers were established independent of and without the participation of the colleges of education. The reasons for this are also problematic, although not surprising. Because the research work of academics of educational studies is deemed by the general university community to be of questionable scholarly quality, it was not considered to be knowledge that could inform the development of these centers. To most in the academy, colleges of education are places where school teachers are prepared, and little more. This conclusion was not generally regarded to be significantly problematic to colleges of education, although perhaps a little annoying. The majority of education faculty define their proper territory of interest to encompass matters of teaching, counseling, and administrating at early childhood, elementary, and secondary education levels of schooling. Adult education as a field of study has not tended to contribute significantly to the mission statements of colleges of education and more importantly to shaping the perceptions that other academic areas hold about colleges of education. Professors of adult education focus their interests on adults learning independent of organizational settings or in organizational settings that do not have as their primary mission education, such as business and industry, the military and police, museums, and prisons.

The second condition of the research university that gives rise to problems of significance is the focus in faculty development on activities associated with research. Universities dedicate an impressive portion of their operating budgets towards the continuing development of their employees, with the lion share allocated to faculty. This typically takes the form of awarding sabbaticals, usually to enable faculty to further their programs of research and of funding for faculty either to initiate research activities or to attend academic conferences. While the focus on the research dimension of faculty members' responsibilities is appropriate, this focus so dominates it almost excludes the other dimensions of faculty responsibility: teaching, service, and governance.

Because faculty member's research agendas are largely individual and idiosyncratic, there is a randomness about the continuing education efforts when analyzed in the frame of total, integrative organizational development. This is an organizational problem implicitly created by this condition of research universities. Organizational development, to enable transformative change, must be based in overall institutional goals and planned restructuring, and should therefore encompass all aspects of faculty responsibility and organizational functioning.

It has become quite clear that the transformation of contemporary organizations of all types requires the involvement of all organizational members, their willingness and ability to form teams designed to address and to solve enduring and episodic organizational problems. This requires the construction of communities of diverse individuals who understand that problem-solving teams are actually groups of individuals who are able to learn from each other. That is, they construct knowledge about organizational phenomena and in so doing form learning communities within their respective organizations. It is also well understood that learning communities will not naturally form within contemporary organizations unless necessary organizational conditions are in place and individuals have the opportunity to acquire the necessary knowledge and skills to take advantage of and to maximize these conditions. This has led organizational theorists and practitioners to advocate the need for continuing professional development at all levels within their organizations.

The third condition of research universities that has problematic consequences is the application of trans-institutional or cosmopolitan indicators as the primary indicators of faculty performance. Academics live within at least two and often more communities. The one that usually provides the basic economic support is the university, the employer. Depending on the type of work, all academics, whether they are economists or chemists, also work within scholarly communities that transcend institutional, cultural, and political boundaries. Academics from professional areas continue to work closely with professional colleagues in firms, clinics, theaters, and schools, for example. Some academics, perhaps those in physical activity studies or sociology, are deeply involved in community service organizations such as youth camps and rehabilitation centers. Although the peers of professors are within and without the university, those who reside outside of a given institution generally have greater influence than those who reside within in determining academic career successes of faculty members. External referees from other institutions are expected to assess the quality of a faculty member's productivity in terms of discipline- and field-based criteria, respective of given institutional missions. These criteria, for the most part, transcend institutional, political, and often cultural boundaries. For example, one of the most often asked questions during tenure or promotion reviews of faculty is how well they compare with other faculty across different universities who are at comparable stages of academic development. The particular role these individuals play in their respective institutions is not a major factor included in the comparison; rather the matter hinges on their relative standings and status as researchers within their discipline or field communities. It is not surprising then that faculty members become cosmopolitan in their orientation to their academic work and develop trans-institutional loyalties through their socialization to cosmopolitan norms of behavior during their doctoral programs and the early years of their professorial careers. Their reputation within what is often referred to as the invisible college of academics in their specialty areas is more important than the reputations they earn serving their home or employing institution. In fact, national and international reputations are long-sought-after accolades that ultimately are well-rewarded through tenure and promotions at home. That this reputation is largely earned on the basis of publications emerging from programs of research is significant to the form the development takes of career paths for all academics.

The fourth condition having problematic outcomes for research universities is the practice of discipline- or field-based governance. Universities are governed by what is described as a collegial model of decentralized decision-making. Essential to this model is an organizational structure consisting of units most often called departments designed around bodies of knowledge, and of committees designed to attend to specific organizational functions determined primarily by academic matters such as curriculum changes proposed by departments or establishing criteria for student scholarships and awards. Membership on committees typically is a representative one. It is expected that faculty represent the interests of their home department. Epistemology, much more than organizational function, is the determinate of how academics make decisions about policy and practice. Primary allegiance is to the department, and the role of the representative on governance committees is to protect and to advance departmental interests. This allegiance is a type of adherence to what has been called the academic tribe that emerges logically and necessarily from the cosmopolitanism that shapes the academic culture. That is, physicists identify with physicists from other institutions not only as much but probably more so than with their academic colleagues from other disciplines and fields in their own institution. It is a type of academic tribalism that transcends institutional location and is defined by a trans-institutional bond of common and shared epistemological interests that unite the scattered members.

Pressures such as dwindling financial resources, criticism by students, funding agencies, governments, business and industry, social service agencies, and the media will not abate. Rather, they will continue to be an impetus for reform of research universities. However, without internal strategies to enable broad, substantive change in the practices of the people who constitute the academic community, the likelihood of transformative change is uncertain. My specific solution is a new allegiance among adult educators, their colleagues in colleges of education, and the administration of universities. Transformative change will emerge only from new and different assumptions about what constitutes scholarly work in universities, how it is expressed through the activities of teaching, the type of continuing professional development of faculty and administrators and the processes of acculturation of faculty to the institution and their adoption of corporate goals and agendas that are necessary to make transformative change possible. This agenda will not be given to professors of adult education and colleges of education. Rather, their challenge is to create the opportunity to enter the policy arena and to take hold of the agenda. This, of course, requires not simply vision and expertise, but patience and courage.

Research universities have come into their own in the United States during the last half of this century. There is much about these institutions to celebrate and much to preserve and enhance. The restructuring required today is as much a restoration of balance between research and teaching and epistemologically driven governance structure and functional driven governance structures as it is about the development of new conditions for the continuing development of faculty, particularly in the areas of pedagogy and organizational development. The strategy is to enable universities to transform the four problematic conditions into conditions for transformation that will enable the institution to embrace fully a teaching mission, to establish internal indicators of quality of equal importance to those externally conceived, to enable the continuing development of faculty in all three areas of scholarly performance, and to introduce the place of cross-functional problem-solving teams as equal partners in the committee-based decentralized model of governance.

The point of strategic departure for us in education begins with a redefinition of the academic territory of colleges of education. Without this, fostering the strategic allegiance is probably not possible. This new territory must embrace post-secondary institutions generally and research universities in particular. Lifelong learning is a concept that must underpin the curriculum of all colleges of education. This departure must be accompanied by equally bold moves by professors of adult education. The field embraces essential knowledge about teaching adults, knowledge that is critical to the practice of pedagogy in universities. Little is understood about the ways young adults construct knowledge, and even less is known about how older adults or nontraditional university students do so. The great excitement around and interest in Donald Schön's work on how professionals think in practice and subsequently on how they can be prepared represent the degree of potential interest by all academics and administrators in matters to do with adult learning in organizational contexts.

As universities struggle with the problems of the continuing development of their faculty and administration, they will necessarily have to address matters of collegial supervision. Research universities house considerable expertise in the matter of peer review of text such as journal articles and books; they are not rich in expertise in the matter of the peer review of performance such as teaching. Peer evaluation around the events of tenure and promotion has been directed towards summative evaluation designed for political decision-making. In many fundamental ways, these activities mitigate against continuing professional development. The universities will require guidance from adult educators as they create the conditions for professional development for the purposes of enhancing teaching and facilitating the work of learning communities of academics and administrators that have as their objective the improvement of the organization as a whole.

This strategy that I am proposing is an educational and an organizational development one. It is equally a political one. We cannot escape the fact that the value of our field of adult education has been questioned, even by our immediate colleagues in colleges of education. Similarly, the scholarly place of and the quality of scholarship in colleges of education has been questioned for decades by our academic colleagues in universities and our professional colleagues and others outside of the academy, and proposals for the elimination of our colleges during down-sizing exercises have almost become a blood sport for some and a circus for others.

The political strategy is as simple as it is challenging. It is clear that the magnitude of the problems of the research university transcend what could be offered by colleges of education and adult education, but their most pressing problems about teaching and professional development do not. This is something our colleagues in the academy must come to understand and to appreciate. They will not come to us. Therefore, the initiative must be ours. The timing is crucial, and the time is critical. Our knowledge and expertise, and that includes our contemporary approaches to collaborative research, have never had the potential to be so relevant to our own institutions. But we must come together on this during this turning point of opportunity.

Two celebrated adult educators, Eduard Lindeman and Paulo Freire, argue that adult education is an instrument of social reform. Freire in particular showed us how education is intimately linked to politics and is itself a political act. Sheila Slaughter argues quite correctly that the future of all disciplines and fields in research universities during this period of inevitable change, and especially those that are not so well-heeled in terms of resources, reputation, or connections with outside powerful interests, depends on how well the politics are played as much as on how well the academic job is done. In our case, playing politics will not simply be to our advantage. More important, it will clearly advantage research universities in their transformation into institutions that are able to embrace a learning and an organizational mission with the same verve and success that they embraced the research mission during the last four decades of this century.[1] The game, if you will, is ours to lose, if we do not act.

Sheila Slaughter offers little optimism for a future of business as usual for colleges such as education. It is time to grab the attention of the leadership of our universities. In 1984, Howard Bowen argued that the history of research universities reveals that academic administration does not consist of long-range planning based on reliable predictions; rather, it is adjustment to a continual succession of surprises. So little has changed since then that CHANGE magazine republished the article a decade later. So, we should anticipate that our move will be unexpected, but at least the mind-set of our beleaguered administrators will be ready to receive the surprise of a university-wide strategy from a most unexpected origin. Desperate times invite strange bed-fellows, and strange bed-fellows have produced unions and consequences well beyond the imagination and the passion of the moment. But then, it is not so much that we are as strange to our colleagues in administration as we are unfamiliar. In bed, we can change all of that.

Note

1. This is not to suggest that the research enterprise is without its problems or critics. The most extreme have centered on the relevance of the research to the economic development of the nation, particularly in its impact on the development of national policies, and in particular, the cost/benefit relationship of the products of research. Last year the federal government alone contributed approximately US $22 billion to programs of research across the country. Particular criticism has been directed at the fairness of the peer review system and the lack of sophisticated approaches to the audit and evaluation of research results and impacts, particularly in the long term.

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THE FUTURE OF ADULT EDUCATION

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I appreciate this opportunity to meet with the Commission of Professors of Adult Education. Your program speaks to the vitality of the field and the richness of ideas from which a positive future for adult education can be projected. Part of my optimism is derived from my association with three outstanding professors of adult education at The University of Tennessee, Knoxville.

Rejecting any pretense at a postmodern analysis, begin with a thumbnail assessment of where adult education fits into the typical college of education. While adult education programs are well established in academia, their fit is not necessarily a comfortable one. If a K-12 conception of education is viewed as the tide within most colleges of education, then adult education is akin to a rivulet -- a stream rather than the main body of water. This is a loose observation, to be sure, but one I suspect is consistent with the experience of most in this audience. While adult educators have their own departments, students and curricula, even a distinct degree, the field is not in the mainstream of what most colleges of education are perceived as doing. As one who supports the field and has drawn inspiration from it, I do not like making this characterization. Nonetheless, the K-12 definition of education is powerful in schools of education. While lifelong learning has become a buzz phrase, for example, it has had only a minimal impact on the philosophical underpinnings of the academic enterprise.

While its academic foundation may not be broad, adult education could be on the cusp of strongly influencing the future of colleges of education. Indeed, adult education principles and theory have the potential to influence the future of entire universities if -- and it is a large if we need to address. To get to the heart of my message, those responsible for adult education need to become highly visible in their colleges, going far beyond what they have been doing in their program areas. If the power of their ideas is to make a difference, adult education must become more than just another program in the typical large college. What can be done to achieve this goal is the theme of my remarks.

My optimism regarding the potential of adult education also applies to the future of schools of education -- if! The context for this tempered optimism is based on trends that appear clear. First, the pressures on higher education to respond to K-12 needs are placing colleges of education in the forefront on many campuses. Colleges of education are the natural (and sometimes only) vehicles available at the university to respond to K-12 needs. This gives colleges of education opportunities to demonstrate what they can do as leaders rather than followers.

Second, there is a growing recognition that colleges now work with adults far more than generally acknowledged. The traditional emphasis on undergraduate education ignores the far more varied student population at most major institutions and the growing number of adults returning to continue their education. This trend is apparent in teacher education. In recent years, many colleges of education have developed programs to recruit an expanded pool of persons to teaching, thus bringing more adults into their programs. I am not inferring, by the way, that undergraduates are not adults. I am only suggesting that persons with life experience beyond the 18-22 age cohort require different programs and approaches to pedagogy. (And I apologize for saying the obvious to this audience).

Third, and given the second trend, there is now a major opportunity to apply principles of adult learning to the normal processes of academic institutions, including admissions, organization for learning, the content offered, the length of programs, new approaches to assessment, and so on. Adult education theory and practice especially have something to offer the mainstream, K-12 programs in colleges of education. At the campus level, the need to reform teaching and assessment practices is also being recognized. In short, and using current jargon, a window of opportunity exists for adult educators.

To become influential in the changes needed, adult educators must become part of something bigger than the department or disciplinary self-interest circle that is the common characteristic of faculty life. The same could be said, of course, about programs in educational administration, counseling, or other fields associated with a college of education. In a variety of ways, adult education ideas must wedge their way into the mainstream of thinking in colleges of education. That mainstream of thought is most powerful in teacher education programs. No matter what else a large college may offer, its raison d'etre is the preparation of teachers. All other programs are "appendages," valuable but not the core reason that colleges of education were founded or what most persons expect them to be doing.

I am not suggesting something as superficial as encouraging adult educators to meet with teacher education colleagues to find common ground. Such activities have gone on for decades. Whatever these dialogues have accomplished, other than getting lifelong learning into our jargon, they have not changed the conceptual framework, programs or core activities in most colleges of education. I am suggesting actions beyond tinkering with what is. I believe the future of adult educators and of colleges of education is dependent on the "new" three R's: the Redesign, Reform and Restructuring of entire colleges. I am tempted to add "revolution" as a fourth R, but have been in the business too long to say anything quite that foolish. Even calling for redesign or reform is sufficient to cause consternation among many academics.

I not only preach the need for reform but offer evidence that it can be done. I can offer a brief description of the restructuring process in which my colleagues at the University of Tennessee, Knoxville, have been engaged. You can get additional details from my adult education colleagues attending this conference. In a nutshell and over a three-year period, every faculty member had an opportunity to participate in a planning process to determine the future of the College. Everything from the College's missions, to its organization, to ideas for its staffing, to curricula -- all of these matters were on the table. As in any academic process, there were many highs and lows over the three-year period. Some members of the faculty leaped at the opportunity to design a new future for themselves the College. Others were wary, looking for the hidden agenda. Still others felt threatened by ideas to create a new college and to challenge the departmental structure that had taken root over a century. None of these reactions are unique to Tennessee. They are part and parcel of the "genetic structure" of academic life. Following a series of retreats, forums, consultants, visits to exemplary programs, and position papers, a planning document was approved by the faculty. The planning document outlined the new structure for the College and the many goals to be achieved. Its approval by three-quarters of the faculty was a mandate for significant change.

The College has been reorganized in keeping with the planning document. Prior to the change, the College was organized into seven departments. Each department was, in effect, a separate college. The barriers and divisions between the seven departments are all too familiar to everyone in this room, since they are common to the academic firmament. Portions of two departments used the planning process as an opportunity to move to another college on campus. The remaining departments were officially "sunsetted" this past July.

In their place, faculty members determined the "Units" in which they would work. A Unit is a new configuration of faculty and programs, and a total of eleven Units was created. All eleven Units are operational, and each is charting a different course because of the new mix of faculty and programs. The overall mission of the New College of Education and the planning document serve as the guiding principles for what is occurring. Time does not permit discussing the many details involved. Suffice to say that we are creating a more horizontal organization, an organization where faculty responsibilities to one another and to students are acted out in smaller groups different from hierarchical departmental structures. We no longer have department heads; they have been replaced by Unit Leaders. Unit Leaders are elected by the faculty for prescribed periods of time. Every opportunity is being sought to remove from the Unit Leader's backs, as well as from the faculty as a whole, the administrivia that make up a large part of life in large academic institutions. All of this is in process and flux. It is beginning to work, however, and changes in behavior are beginning to accompany the organizational changes.

The fundamental goals of the reorganization will take some years to fully evolve. Nothing less than a transformation of the teaching/learning/assessment ethos of the College is the goal. It is within this arena that the principles of adult education have the greatest opportunity to blossom. Colleges of education must practice what they preach. Since we serve an adult clientele (and this is especially true in institutions with large graduate programs), we need to implement teaching, learning and assessment strategies consistent with adult learning. These ideas should form the conceptual framework for curricula and teaching rather than a replication of "high school revisited," which in my judgment characterizes much of college work. Putting it another way, some of our best practices at advanced graduate study ought to characterize all levels of study in a progressive college of education. This calls for far more seminars, more clinical learning, more learning on one's own, alternative approaches to the use of time, more opportunity to demonstrate what one knows rather than simply conferring that we have listening skills, building on life experiences, and on and on. The use of technology to enhance instruction and portfolio assessment are part of the mix -- and the list goes on.

Should you feel that I have highlighted something unique to the University of Tennessee, I am pleased to say that the College I represent is on a parallel course to activities at the California State University-San Marcos, George Washington University in Washington, D.C., Miami University in Oxford, Ohio, and the University of New Mexico in Albuquerque. These five institutions are part of a Network of Innovative Colleges of Education. Each institution is struggling with inventing fresh approaches to its organization and work. We are finding new ways to link with the field, to bring our curricula far more in keeping with the changing nature of school and society, and far more in keeping with the diversity of our society. We are encouraging scholarship that speaks to the needs of children and teachers -- and again the list goes on.

I am also pleased to say that a handful of other institutions are struggling with change and are at various stages of redesign or restructuring. It is safe to say, however, that what we are doing is not yet a national movement. It is more likely to become one if groups like the Professors of Adult Education are prepared to leave the confines of their departments and join in the fray. We will all have a better "fix" on this after the February conference of the American Association of Colleges of Teacher Education. The theme of that conference is "The Restructuring of Colleges of Education." Many presentations will reveal the degree to which a movement is really underway. Or is serious change indeed restricted to a handful of institutions? In any event, there is a role to be played by anyone prepared to create a fresh future not only for adult education but for colleges of education as a whole. I am at the stage where I simply categorize all of us as persons ready to get into the fight and those who want to hang out on the side. A high percentage appear to want to hang out on the side. This is hardly news or anything to discourage progressive thinking. It just means that it is an uphill battle all the way -- and that also is not late-breaking news.

Thus, I believe that adult education can be "on the cusp" of truly influencing conceptions of teaching and learning. To do so, adult educators need to work closely with teacher educators, with counselors, with educational administrators, with human services workers -- with any and all other professional groups served by colleges of education. The goal is not to merely blend programs or to create a few cross-listed courses. Such efforts will have little impact on the future. The goal is to dramatically transform the teaching/learning/assessment process across the board so that "best practice" is the only standard that counts.

It is difficult to convey the power of what can be done to revitalize colleges of education in such a presentation. I can only end by stating that the alternative that makes the most sense to me is to force change, and to make progress in the immediate future. Nothing else is acceptable. To continue to rationalize our present practices or to list the obstacles to progress only condemns us to repeating the past. I am much more interested what can be achieved in the next decade and hope some of you join me on the bumpy journey.

ADULT EDUCATION'S PROSPECTS IN A POST-UNIVERSITY WORLD

Glenn Smith
Northern Illinois University

> **In 1937, I was at a meeting where I was introduced to somebody who said, `What do you do now?' I told him, and he said, `Oh, you are an adult educator.' I said, `I am?' And he said that the American Association for Adult Education is having a conference in New York in about a month and I ought to go. So I wrote and got the information, and went, and was impressed with the quality of the people there. Mostly, they were refugees from academia. They were people who had decided that the Mickey Mouse rules and regulations of academia were not worth it, and so they had fled. But they had discovered that adult education did not have Mickey Mouse rules and regulations, and so I decided that I wanted to be an adult educator.** (Neimi and Collins, 1987, p.3)
>
> --Malcolm Knowles, 1987

My assignment, if I understand correctly, is to comment as an outsider on the prospects and problems of the field of adult education in a post-modern, higher education context.

In West Texas, where I grew up, the fundamentalist ministers I listened to usually contextualized their sermons by reading an appropriate segment of scripture. The text I've chosen for this occasion appears in the extract at the top of this page. Professor Knowles said this at a meeting of the CPAE.

To demonstrate my qualifications--at least for the part of the assignment that asks me to comment as an outsider--let me supply a few additional details.

My bachelor of science in education degree contained no adult education courses. I used the teaching license that came with it to secure jobs in two Texas junior high schools where I pretended to teach people who, as I experienced them, had no visible resemblance to adults.

A master's degree in social science (history, political science, psychology) had no adult education work--nor did my Ph.D. in history and philosophy of education.

My first 27 years as a higher education faculty member did not involve my teaching any adult education courses--although at Iowa State where I was a professor for 17 of those years, I had many adult education majors in my graduate courses. There I directed dissertations in higher education, history and philosophy of education, comparative education, and simply "education," with no adjectival designators, but the faculty members in adult education forbad my directing dissertations in their specialty. At Northern Illinois University, I do occasionally teach a research seminar in adult education, and I direct adult education dissertations--but Bob Mason wisely has not included most of them in the official Annual Census of Doctorates Conferred in Adult Education.

Final evidence of "outsiderness" is that two years ago I and two of my doctoral graduates submitted proposals to the selection committee for the Penn State AERC meeting. The committee rejected all three. I could add as a footnote that last year Phyllis Cunningham and I did present at the Knoxville AERC (Hyams, Armstrong, & Anderson, 1994, p. 109). Phyllis drafted both the proposal and the paper. This experience reconfirmed how innocent my understanding is of the "insider codes" that one needs to communicate effectively about research in adult education.

Having acknowledged that I am not an adult educator, let me now assert that I am not only an interested observer but also an admirer of many aspects of the field. For the past nine and a half years, I have chaired a department that now has 12 tenure track ACE faculty and that annually graduates 30 to 40 doctors specializing in adult education. This year's Cy Houle award winner, Fred Schied, was one of the doctors, and I had the pleasure of serving on his dissertation committee.

Now that I've established my claim as an outsider, perhaps you will entertain a few remarks that respected insiders would know better than to make. But, as you feel tempted to dismiss them, remember Benjamin Hoff's sage observation that "there is more to Knowing than just being correct" (Hoff, 1982, p. 29).

In preparation for this assignment, I have spent interesting hours reading the 1948, 1960, 1970, and 1989 Handbooks (Ely, 1948; Knowles, 1960; Smith, Aker, & Kidd, 1970; Merriam & Cunningham, 1989). I have also read with interest the "black books" of 1964 and 1991 (Jensen, Liveright and Hallenbeck, 1964; Peters & Jarvis, 1991). Rounding out my background reading were Robert A. Carlson's "Open Season on Gate Keepers" (CPAE, 1992), the 35th Annual AERC Proceedings (Hyams, Armstrong, & Anderson, 1994), proceedings of the 1987 and 1989 Commission of Professors of Adult Education (Quigley, 1989; Neimi & Collins, 1987), and the Standards for Graduate Programs in Adult Education (Peters & Jarvis, 1991, pp. 457-466). I have looked through back issues of the Adult Education Quarterly and the 1980-1981 series of "handbooks," (Charters, 1981; Grabowski, 1981; Knox, 1980; Kreitlow, 1981; Long and Hiemstra, 1980; Peters, 1980). My thanks to Phyllis Cunningham and John Neimi for making these materials available to me--though I hasten to add for their protection that neither is in any way responsible for what I am about to say. And now to the central question: What is the postmodern future of adult education? My answer: **NONE! NONE--IF THE MOVEMENT STAYS AFFILIATED WITH MAINLINE UNIVERSITIES. LET ME REPEAT: WHAT IS THE POST MODERN FUTURE OF ADULT EDUCATION? NONE, IF THE MOVEMENT STAYS AFFILIATED WITH UNIVERSITIES AS WE HAVE KNOWN THEM!**

To explain why I say this requires casting the discussion in a larger historical perspective. I believe we are making wrong assumptions about the relationship between postmodernism and universities. Let me pause for an operating definition of modernism (and postmodernism). I understand the term modernism to refer to the so-called Enlightenment and its extension to the present, with special emphasis on rationality, experimental science, and progress. I understand postmodern to mean contemporary skepticism about "progress" based on rationality and positivistic science. Because the concepts of postmodernity (and deconstructionism and poststructualism, etc.) came from academics--Michel Foucault was an academician par excellence (Smith & Smith, 1994, p. 431) and especially because academics currently discuss these issues, we operate as if universities have somehow transformed themselves into institutional manifestations of postmodernism. But universities are not postmodern. They are the quintessence of everything modern, serving as both the central vehicle of and metaphor for modernism. They stand for rationality, for progress, for science. At their core is what Benjamin Hoff (1982) calls "Knowledge and Cleverness" (Hoff, 1982, p. 154). And it is no accident that the rationality, science, progress--Knowledge and Cleverness--that universities embody is racist, classist, sexist, elitist, ageist, and culturally/linguistically biased. The fact that some faculty and programs (such as adult education) espouse egalitarianism does not change the fundamental assumptions about reality and knowledge in which universities ground their existence.

A careful reading of Hastings Rashdall's three volume History of the Universities of Europe in the Middle Ages (1936) reveals that the centers of study (e.g., Bologna, Paris, Oxford) that came to be called universities did not emerge because existing cathedral and monastic schools were unable to promulgate knowledge or serve as effective centers of study. They came into being out of a struggle to control knowledge--to define what was true knowledge and to profit from it by keeping it away from a majority of the population. The struggle lasted over several centuries but ultimately resulted in four forms of restraint: (1) what beliefs and information constituted official "knowledge"; (2) who could study and be certified as having attained official "knowledge"; (3) in what sequence the subjects constituting official "knowledge" could be studied; and (4) who could teach and certify mastery. Setting the content and order of the curriculum, admission to study and graduation, and selection of "certified" faculty are continuing hallmarks of universities.

Harold Stubblefield has written that "as adult educators contemplate the directions that adult education will take in the last decade of the twentieth century and into the twenty-first century, they will not find a road map in the study of history" (Merriam and Cunningham, 1989, p. 36). If this is true, it is only because the historians of adult education have focused too narrowly.

One way of thinking about the history of education is that until universities came into being, most learning had the characteristics that adult educators like to associate with their field. Learners decided what they would study, in what order, and with whom. If they could not afford the fees or for some other reason could not secure a teacher, they became self-learners. Universities preempted much of this nonformal and informal learning, making it the special province of white, upper-middle class males.

If an outsider may make a modest suggestion, perhaps it is time for adult educators to lay claim to a history that begins much earlier than 1922 or 1930. And I'm not talking about Benjamin Franklin and the Junto, a phenomenon that the late Mickey Hillyer (1989) put in perspective. Rather, I am referring to any situation where people taught themselves or each other outside the purview of the university. This means that the heroes of adult education should include Sappho, Protagoras, Hypatia of Alexandria, Heloise, Peter Abelard, Christine de Pisan, and Sor Juana Ines de la Cruz (Smith & Smith, 1994). It also means, as several recent studies advocate, that even U.S. adult education history should become much more inclusive (Colin, 1989; Salazar, 1994; Schied, 1993, p. xii). And the pantheon should include people from early African and Asian civilizations and from pre-Columbian America that we have yet to discover.

May I also suggest, strictly from an outsider's viewpoint, that graduate study in adult education--the raison d'etre of the Commission of Professors--looks a lot like the domestication of a dynamic, maverick force by the conventional interests of academia. A field that could in 1964 be accurately described as "peripheral to the older aspects of education," as "fluid and flexible," as "pioneering," as "geared to the changing needs and forms of our society," and as "complex" and lacking "any semblance of final and rigid institutional organization" (Jensen, Liveright, and Hallenbeck, 1964, p. 3) now has an increasingly prescribed curriculum taught by certified professionals with essentially the same rules and norms as any other "discipline" in the university. (The graduate dean where I work has lost no opportunity to impose "final and rigid institutional organization" on the adult education program.) So adult education, organized according to Alan Knox by "refugees from academia" to avoid "Mickey Mouse rules and regulations," has spent a generation working sedulously to find a home in academia--and has succeeded. The price of success, however, was high. It has cost the movement its soul, its defining essence. This is true not because professors of adult education are bad people but because they are normal people--and normal people want to fit in, to be legitimate within the context in which they work.

William James called success a "bitch goddess." In the interest of gender equity, and in keeping with how we label our tropical depressions, I would like to name a corresponding "bastard god"--legitimacy. The yearning for legitimacy, so deeply internalized in most academicians that it is invisible except in others, has a magnetic power that gradually transforms even the most resistant.

A few examples: Most professors of adult education will hotly deny racism, classism, ageism, elitism, sexism and culture/linguistic bias. Yet the programs in which they work almost exclusively use middle class, U.S. English. (Last week, several members of the ACE faculty at NIU insisted that all examinations, papers, and dissertations must be in English--even though there are enough faculty who are fluent in Spanish to supervise work in that language.) African Americans, Mexican Americans, Puerto Ricans, and Native Americans continue to be under-represented in most programs. There are few acknowledged gay and lesbian students in most graduate programs, and feminist research is an exotic topic for most professors. Applicants from "name" (expensive) universities get admission preference over those from Anywhere U. And while most professors subscribe to one of the founding principles of adult education--that everyone can learn--their universities use the GRE, Miller Analogies, and TOEFL in a way that rules out a majority of the population from graduate study.

Taking on the traits of the oppressor doesn't stop here. In unconsciously copying the styles of colleagues in the social sciences and humanities, many professors of adult education have become less effective teachers than are the graduate students whom they seek to improve. They lecture their students on how adults don't learn by being talked at. They give low marks to students who don't offer convincing evidence of understanding the consequences of power differentials in relationships. And many professors deliberately do not use in their own praxis the kinds of "training models" or group dynamics skills that their practitioner students must employ to be successful in their jobs. (I have listened to complaints from students about the attitudes of distinguished professors of adult education. Their disappointment was not about grades or work or curriculum. They were incensed at "student centered" claims from professors who they felt treated their considerable professional experience as irrelevant.)

Why does this happen? Surely most professors of adult education know the "training" or group dynamics concepts or literature. Is it so they won't look "soft" or "fringy" or "touchy-feely" to their university peers? I don't know, but I think so. The result is that the average elementary school teacher with five years of experience is a better teacher than the typical professor of anything, including adult education.

The 1964 black book repeatedly referred to adult education as a "new and developing" or "emerging"--and also "marginalized"--field (Jensen, Liveright, and Hallenback, 1964, pp. 3, 27, 69, 85). Many professors of adult education seem to still have this view. The fact that adult education, just as the rest of education, enjoys a kind of third class citizen status within the university lends credibility to the marginality argument. But adult education is no longer new and developing. It has emerged. This doesn't mean that the movement has arrived, but the Commission of Professors of Adult Education has realized in less than four decades the most of the dreams of the 1955 Allerton Park fathers. (I believe there were no mothers present.) The Standards of this organization bear eloquent testimony to this claim. In 1964 Cyril Houle noted that most universities had so few courses in adult education that students had to "fill out a graduate program" with irrelevant courses "such as high school guidance, problems of the school principalship, teaching arithmetic in the elementary school, or the junior high school curriculum" (Jensen, Liveright, and Hallenbeck, 1964, p. 81). In the institution where I currently work, which had no adult education program in the 1960s, a student can now take all 93 semester hours of her doctoral work in adult education and not exhaust the courses available in the program.

Returning to the central question of the prospects in the post modern world of education generally and of adult education specifically, let me reassert that I do not see a bright long-term future for either enterprise within universities as we know them--and universities as we know them have a seven-hundred-year history. But let me also assert that the problem does not lie primarily with any of the education specialties, including adult education. I have enumerated a few discrepancies between ideal and practice in adult education not to condemn the field or its professors but rather to illustrate that the marriage with the university has reached a dysfunctional stage. It is time for a divorce. **GET OUT NOW BEFORE IT'S TOO LATE. ALL OF US IN EDUCATION HAVE WORKED HARD TO ENSURE OURSELVES STANDING ROOM IN STEERAGE ON A SHIP GOING THE WRONG DIRECTION. LAUNCH THE LIFE BOATS!**

The day of the university is over. The most exciting professional development work is not being done in universities now but rather in independent companies such as Performance Learning Systems (California and New Jersey). All of us in education should join hands to create free-standing institutes of advanced study--with undergraduate completion, master's and doctoral degree authority. I believe this can be successfully done without tax money. Something like the California Institute for Integral Studies suggests a prototype. Another model can be found in schools of professional psychology which offer graduate degrees independently of university supervision.

Any new degree-granting institute would need safeguards against replicating the problems of the modern university. One is that everyone involved be real co-learners--not faculty and students. Perhaps Summerhill style governance meetings where each person has one vote would be a good start. Full-time workers would keep salaries and benefits similar to those in universities--without rank, tenure, and other status differentials--but time does not permit laying out details of an independent educational institute. These would need to be worked out by participants in any case.

I leave you with this thought: The modern age is at an end. Crises face us on all sides. If adult education as a movement is to realize the high promise of its pre-paradigm period, then it's time to get away from the Mickey Mouse rules and regulations of the academy. As a wise little book entitled The Tao of Pooh puts it: "The one chance we have to avoid certain disaster is to change our approach. . . . We can no longer afford to look so desperately hard for something in the wrong way and in the wrong place. If Knowledge and Cleverness are allowed to go on wrecking things, they will before much longer destroy all life on earth as we know it, and what little may temporarily survive will not be worth looking at, even if it would somehow be possible for us to do so" (Hoff, 1982, p. 154).

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REFLECTIONS ON THE OPENING PANEL:
WHITHER THE UNIVERSITY–WHITHER ACADEMIC ADULT EDUCATION?

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Let me at the outset preface this "reflective" piece by offering an appropriate apology to Diane Common (University of Regina, Saskatoon), Richard Wisniewski (University of Tennessee at Knoxville), and L. Glenn Smith (Northern Illinois University, DeKalb) for any misinterpretation or, worse, misrepresentation of their views. Much like the archaeologist unearthing artifacts of long forgotten cultures, I find myself writing in response to recollections and notes that represent faint outlines of their insightful remarks. This piece would have been quite different had I the benefit of an audio or video tape. Hopefully, the words that issue from my word processor constitute at least a partially accurate representation of their views.

Common, Wisniewski, and Smith offered the audience three quite different views on the future of universities in North America. Their comments went directly to the mission of the university and the function that universities serve in (post) modern society. Most relevant to listeners were the implications of these remarks for programs of adult education in colleges of education.

Common began by remarking how universities face strong external pressures to change. These pressures emanate from two key sources: 1) the emergence of the global economy, 2) the growing demand for institutional and educational accountability by government. The former results in the need for increased specialization and responsiveness to global economic issues as nations-states and international economic organizations strive to secure a strong position in the global marketplace. The latter issue results in calls for careful review of universities, retrenchment in funding and increased control (or interference, depending on one's point of view) of the university's mission and operation. Since the predominant model of the modern university is the research university, such changes present grave threats and important opportunities to faculty within them.

As colleges of education attempt to position themselves in this environment, the demand is for abandoning program and curriculum models that isolate departments and faculty from one another. Thus Commons recommended, or perhaps warned, adult education faculty not to overlook or bypass opportunities to collaborate with other fields in colleges of education as well as the university. Faculty must learn to play the "new politics" in order to survive. Taking advantage of such opportunities, she suggests, involves readjusting how faculty think of themselves and their connection to their field or discipline.

One such opportunity results from the changing conception of education to include the idea of lifelong learning. As learning opportunities expand for adults, colleges of education will have to think of new ways to meet this demand. Adult education is ideally suited to assist in such areas and Commons recommended that adult educators take advantage of opportunities or even create opportunities in which the experiences and knowledge base of adult education could be carried over to other fields.

Richard Wisniewski extended Commons remarks by describing the changes that had recently taken place in the College of Education at the University of Tennessee, Knoxville where he serves as Dean. Believing that the vertical organization of the college, which had supported specialization, primarily reinforced faculty stagnation and retarded intellectual creativity, a new organization was needed to meet the demands placed on the college by the kinds of forces about which Diane Commons had spoken. The University of Tennessee now has a college of education with no departmental boundaries (actually no departments) and no administrative middle class (department heads). Individual faculty are not assigned to a department as their home base. Instead, faculty are free to join other faculty who share common research interests or epistemological frameworks or who simply who like each. Such "units" have a temporary life of five years and thereafter may be reconstituted. This arrangement, Wisniewski hoped, will stimulate the kinds of interactions that revitalize faculty and produce synergy within a community of scholars dedicated to common goals. The consequence of this new arrangement will be vastly improved research in terms of quality and relevancy to the outer world.

In somewhat different ways, both Commons and Wisniewski offered optimistic views of the future for adult education faculty in universities. I would say this optimism arises owing to the faith in universities to respond creatively and forthrightly to the challenges presented by Commons. Whatever their weaknesses, universities have the ability to adjust themselves and to move in new directions to meet new challenges.

L. Glenn Smith presented quite another picture–one that is pessimistic and sobering from the standpoint of adult education. Smith's advice to adult education was to "get out of the university and create your own structure where you can be true to your creed and achieve your goals." From his perspective, the university is inevitably tied to systems of control, power, privilege, and manipulation, serving the interests of the dominant elite in society. As such, whatever knowledge or service provided by the modern university, the net result would be to serve the few at the expense of the many. History seems to validate this view. Since its European beginnings in the middle ages, Smith argued, universities have tended to the production and increasing specialization of knowledge. As an institution dedicated to knowledge production, they have employed strategies to monopolize knowledge production and to protect turf and guard against fundamental social change.

Adult education, Smith continued, is a relatively recent addition to university–based educational disciplines; adult education has always been somewhat of an odd fit. Consequently, unless adult education finds a way to stay true to its populist and egalitarian roots, it will find itself being co-opted within the evolving university structure and risk the loss of true creed and its vitality–social action reform. Under these circumstances, Smith advised adult education faculty to abandon the research university flagship. The alternative, he suggests, is for adult educators to build a new ship and to set sail following a course consistent with its egalitarian roots.

What are the implications of these perspectives for academic adult education? Commons would likely have adult education departments remain intact. However, individual faculty would be well advised to establish relationships with other departments and to open up to traditional education with the objective that adult education could have a positive impact on the development of these other areas. Wisniewski would create a community of scholars that would challenge the traditional boundaries of knowledge and expertise in the hopes that new and creative solutions to the problems of today and tomorrow would be developed. Individual faculty would retain their identity as adult educators, at least initially, but would join with educators in other fields. Finally, Smith would have adult education separate itself completely–as a matter of enlightened self-interest. New socio-political-cultural conditions would produce new educational forms. Adult education would occupy a unique place in society's educational schema but would relinquish its 'legitimacy' as a university discipline.

Change is in the air; you can feel it. United States higher education has been struggling for the past three decades to adjust to the many changes in society. While we might all agree that change is in the air, it is less clear what the shape and direction of the change is likely to be. What these presentations do is prompt adult educators to consider the possibilities. What are some of these possibilities?

I think of them in this way. What mission might the university appropriately adopt for itself to serve society in tomorrow's world? And what might be the position of graduate study in adult education in relation to that mission? Following Diane Common's analysis, the pressures converging on research universities are two-fold:

1) There are the pressures relating to the emergence of a global economy. In responding to this pressure, institutions of higher education strive to ensure that talent and resources are available to meet the needs of governments and business organizations in the global economy. Universities function in a way to "produce" the specialists needed within a global economy and, as such, are concerned about the internationalization of knowledge and the development of political and cultural relationships that span national boundaries. Nations have encouraged the flow of scholars and resources across national boundaries in an effort to enhance the talent pool available to accomplish broad national goals. In the clash of cultures that is bound to result from the growing internationalization of higher education, what resources will the university bring to bear to navigate this potential pitfall? Academic disciplines and scholars that see themselves as having a primarily instrumental value with respect to social and economic progress risk undermining the social value of the knowledge they produce unless they adopt the view that intellectuals employ right reason and parliamentarian persuasion leading to truth. In this view, the university plays an important role in meeting the new challenges and demands of a "new world order." A probable scenario for the evolution of the university will be to serve the interests and to adopt the worldview of the power

elite. This image of academia as the place where reasoned and logical argumentation supported by empirically verifiable evidence producing knowledge with a cash value is an outmoded way of thinking about the university and its relationship to society. Nevertheless, under such a scenario, university adult education will be pressed to further clarify its definition of itself within the university in light of the needs and views of heads of government, corporate leaders, financiers, and diplomats.

2) A second set of pressures relate to the call for accountability and relevance to the public and its problems. There are two dimensions to be identified. Commons spoke to the first but did not, as I recall, address the second. The first involves the interest of national governments, (and here I am thinking especially of the United States) to reflect the interests of the public as government leaders understand them. In the United States this is presently taking the form of a rising tide of political conservatism in politics. How long-lived such political movement will be is yet to be seen, but the university cannot reasonably ignore such developments. A second dimension are the various constituencies within the general public that are experiencing great pressure largely resulting from economic dislocations that produce crises in other spheres such as family life, religious and civic communities, race relations, and attitude toward immigrants, and so on. The ideological pot is much less homogeneous and much more volatile with the fragmenting of American society along the lines of race, class, and gender. Universities are perceived quite differently by different publics but it is certain that there is great concern about the place of universities relative to various political and economic interests and their associated constituencies. The point that I want to make is that the university will experience demands for more accountability to the interests of various publics–principally in terms of struggles relating to issues of access, standards, and service.

Such a trend will signal the call for universities to be less 'marginal' to the interests of various groups in American society. The risk is that the rejuvenated conservative political agenda will place public debate and discourse over the role and mission of higher education in a narrowly constructed position vis–à–vis the interests of most Americans. The metaphorical implication of the "contract" with America is to place the purpose of higher education in the service of functionalist, global economic political ends. What this might mean is that the liberal tendencies of university faculties will be bear watching from a conservative perspective. Questions about lifelong protected service, (tenure) and the life of ease of college professors (teaching only a couple of days a week) will continue to surface in such a environment and will likely produce an atmosphere that threatens the canon of academic freedom (Who would have thought that "public" broadcasting would be challenged as being contrary to the interests of the public in whose name it was constituted?). Under such a scenario, academic adult education risks defining itself in ways that further marginalize informal and popular education and further those segments of the field related to serving the needs of the global economy. The very nature of the way in which the discussion is framed concerning the future of academic adult education, i.e. "How can we (the professoriate) defend, protect and preserve the discipline?" suggests an answer that doesn't alienate these the conservative pressure that will be brought to be on higher education.

All this suggests that adult education will have to think strategically and respond to a set of conditions in which the mission and function of the university is becoming increasingly focused and narrow while adult educators strive to broaden the academic field in order to link up with other fields. The path to academic survival and legitimacy then would take a trajectory somewhat different from the rest of higher education, under this scenario. While there are tensions and risks associated with broadening the field when the university is restructuring itself to become more specialized and focused, this seems not at all to be an undesirable thing. Where in the university is the responsibility taken seriously to formulate and bring academic knowledge to the needs of the public or its various constituencies? The possibility for doing so certainly seems to lie in those fields which have direct connections to a field or fields of practice. Educators, generally, and adult educators in particular would occupy important positions in the new university if theory could be effectively linked to practice.

The change is already underway. Witness the phenomenal increase in interest in distance learning technologies and organization development. Whether the trend develops in a way that eliminates the humanist, egalitarian and popular roots of the field, as Glenn Smith foresees, remains to be seen. My inclination, however, is not to be so pessimistic. Yet the warning given by Commons is one that the professoriate, especially younger professors and those in mid-career, will want to seriously consider. How will we position our careers and our commitments in a way that is organically connected to a viable and socially relevant mission for the university? Indeed, what impact can we have as academics in helping to shape or define that mission? These are broad questions that deserve some discussion within CPAE.

Whither the university? Whither adult education? I suspect that we'll all be revisiting that question in 10 or 15 years. Clark Kerr has made an eloquent statement about the mission of the university that fits reasonably well with my understanding of academic adult education within the university. With respect to the curriculum, he notes the adoption of a multicultural perspective, the emphasis on a broad learning experience together with an in-depth specialized knowledge area to produce horizontal (integrated) as well as vertical (specialized) discussion, analysis and resolution of problems and issues. (Kerr, 1993) The mission of the university according to this view is to serve as an arena of liberal (in the progressive sense) learning grounded in the contemporary issues of society. Knowledge is to be evaluated by its relevance to present day concerns not by its allegiance to celebrated but archaic and outmoded formulations of the past. Higher (adult?) learning then should aim for the inter-related purposes of understanding, critique, and problem solving–doesn't that sound like adult education? If it is, then adult education should occupy an important place in universities of the future that construct their mission in ways that organically connects them to the world around them.

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CONNECTING TO CHANGE ON OUR CAMPUSES

CPAE Panel

LIFELONG LEARNING: ADULT EDUCATION'S ROLE IN THE UNIVERSITY OF WYOMING'S TEACHER PREPARATION PROGRAM

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So often the term "lifelong learning" has been used interchangeably with "adult education." This may be understandable given the historical concept in which it arose, which is to say that adult educators forwarded the position that adults continue to learn after their formal education was completed. More recently lifelong learning has been interpreted in a developmental, lifespan perspective. But the relationships between early childhood, elementary, and secondary programs, faculties, and students have often remained isolated. I'm here to discuss the ways in which the philosophy of lifelong learning, as interpreted by the adult education faculty at the University of Wyoming, has positively influenced a recently revised undergraduate teacher preparation program.

For years adult educators criticized the public schools for not adequately preparing students to value learning throughout their lives. While adult educators talked about lifelong learning, they remained distant from the public schools. Adult educators often took the position that lifelong learning referred to programs and practices for people over the age of eighteen. In the mid 1970's John Niemi (1974) acknowledged that most adult educators remained generally aloof from public schools, seeing little of common concern. Faculty in adult education graduate programs continued to teach graduate courses, with only minimal interaction with undergraduate faculty. Indeed, adult education faculty at many universities are often viewed suspiciously by the undergraduate faculty. The CPAE Ad Hoc Committee on Strengthening University Support for Adult Education Graduate Programs, Chaired by Alan Knox, noted the "perception in related departments that the adult education program is critical of other program areas in the college, aloof, or at least not integral to their mission." However, there have been calls for increased collaboration with school educators. Allan Quigley last year suggested that "adult education programs in colleges of education join with the efforts in K-12 education; adult education faculty become an integrated and valuable part of that endeavor by taking leadership roles on K-12 related issues and committees." The call for action has been sounded, but how does involvement work in reality?

To understand how the adult education faculty at the University of Wyoming became involved with undergraduate teacher preparation, a short history is warranted. In the mid 1980's Wyoming, which has a mineral based economy and no state income tax, was beginning to feel the strain of a retrenching economy. The University of Wyoming and the College of Education were targeted for significant budgetary cuts. High cost programs such as graduate-only programs, vocational education and the University Laboratory School were asked to reconsider their direction and discuss how a common vision and agenda for the College could benefit them. A number of committees were asked to critically look at the direction of the teacher preparation program, graduate programs, and the organizational structure of the College. The faculty were encouraged to adopt the view that the preparation of beginning teachers was a shared responsibility.

A new division, called the Division of Lifelong Learning and Instruction, emerged to unite faculty closely associated with the function of learning and teaching and the preparation of educators at a variety of levels and in a variety of educational settings. Faculty units contained in the division are early childhood education, curriculum and instruction, applied science and technology, and adult learning and technology. Michael Day (professor of adult education) was the chair of the division for the first three years, and Burt Sisco (professor of adult education) is the current chair. The leadership by adult education faculty undoubtedly affected the degree and the ways in which lifelong learning was conceptualized and implemented within the division.

When I was hired in 1991, a condition of my employment was involvement in the design of a new undergraduate teacher preparation program. At that time, I had never considered the role adult education could play in the undergraduate curriculum. However, as I truly needed employment, and other positive factors for going to Wyoming emerged, I became one of six faculty members who designed the curriculum for the revised teacher education program. As a result, an outcome specifically addressing adult learning was included to gain an understanding of why I as a teacher need to be a lifelong learner in an ever-changing global society. Related outcomes included: to provide evidence that I understand the moral dimensions of teachers' work, to understand the effect all relationships have on esteem of self and others, and to compare and contrast management strategies that facilitate classroom learning. In the fall of 1992 the first class using the revised curricula was implemented.

Now, in the fall of 1994, four of the five adult education faculty have taught in the undergraduate teacher preparation program. The other has contributed through classroom presentations on cultural diversity and instructional technology and by serving on teams and committees that emphasized the partnership between the local public schools and the teacher preparation program.

Two major issues emerged that challenged the adult education faculty to revisit our purposes regarding involvement with schools and teachers. The first issue was related to the teachers in the schools who were mentoring our students. While the undergraduate teacher preparation program teaches the latest research based theories such as cooperative learning, our students are placed in schools that are mired in the prevailing school's culture with little or no support for new strategies or technologies. The College of Education faculty believed that if the mentor teachers were involved in the renewal of their practice at the same time as the teacher preparation students were in their classrooms, then profound change could occur. This school restructuring model is based on John Goodlad and his colleagues at the Center for Educational Renewal at the University of Washington. His reform ideas emphasize the importance of staff development and the infusion of university faculty in school settings to achieve reform in teacher preparation. Here is where adult education can play a significant role.

While adult educators have often been involved in continuing professional education in the legal, medical, and business communities, they have not been as involved in the continuing learning of professional teachers. Too often, professional development for K-12 educators has been limited to one-day inservice activities that are planned and administered by other K-12 educators. The college of education faculty recognized that new teaching strategies taught by university faculty to their teacher preparation students were often resisted by teachers who did not want or feel the need for changing their strategies. So a concerted effort was made to involve the mentor teachers in professional development activities, either for credit or non-credit that promoted instructional changes. We began to design and offer courses and other professional development activities to address this concern. For example, cooperative learning is taught to the students, and in-service in cooperative learning is made available to teachers in the school districts that receive our students.

The second issue centered around the issues of "turf" and expertise. What special knowledge did adult education faculty, for example, have to contribute to the teacher preparation process? The experiences of our adult education faculty were not primarily school based. Faculty teams (comprised of members of all faculty units in the college) began to take the position that there are more similarities than dissimilarities in their approaches to learning and teaching. As noted by Michael Day in Montreal in 1991, similarities include a deep commitment to helping student/individuals learn, understanding developmental, environmental, and learning issues of the age group with which they are working, and each educator's commitment to their own personal growth and development. The dissimilarities include knowledge of a variety of subjects, experience with different age groups, and individual teachers' own unique pedagogic styles. Day concluded that educators of all age groups have more to gain from an appreciation of their similarities than from dwelling on differences due to the age groups served.

The following seven components of lifelong learning (compiled by Michael Day from a variety of sources including Ettore Gelpi, former director of UNESCO) explicate the principles used to help guide the new teacher preparation program and as a rationale for the adult education faculty's involvement.

1. Learning is not confined to a particular period of life. From this assumption, all faculty can buy into a curriculum that is designed to stress learning and development across the lifespan.

2. Learning is not limited to formal institutions. Teacher preparation students can have field experiences which address a variety of educational and learning settings, including adult basic education programs as well as libraries and non-credit continuing education classes.

3. Learning is rooted in the community that plays an important educative role. McCluskey and the idea of the "educative/learning community" stresses a broader view of educational providers and resources in the community. We ask students to identify learning resources in the community in which they work while constructing a school/community portrait.

4. General and vocational education are inter-related and interactive in nature. Collaborative efforts on the part of faculty in vocational education, math and science education, and adult education are establishing multi-media learning stations that emphasize self-directed, meaningful, problem-centered learning, as well as the role of teacher as facilitator.

5. Learning should help one not only adapt to change but to participate directing change. Teachers are custodians of culture, just as adult educators are. But viewed developmentally, teachers at all levels also serve as agents of change. Teacher preparation students should be helped to view themselves as change agents.

6. The learning process is key to all education. This is a central humanist and progressive idea in education at all levels. It focuses attention on learning, not the delivery of instruction.

7. Learning should empower, not disable lives. Faculty and students should be helped to understand the impact they have, both positively and negatively, on learners. Teachers and students must examine ways in which they disable learners through their actions and determine options that help them become more supportive of learners. We must serve as the conscience of the programs that purport to reform education.

I am pleased to report that the undergraduate teacher preparation program at the University of Wyoming was one of seven that received an award from the NEA's National Center for Innovation. For the next five years, the College of Education will receive support to continue its efforts in school and teacher preparation reform.

In conclusion, across the country, undergraduate teacher preparation programs continue to be teacher centered. Adult educators can help faculty and students move gradually to a student centered, student-in-control environment. Such a strategy recognizes and encourages good adult education practice. As adult educators, we encourage the maturation of the student through the teaching/learning process and reaffirm that excellent teachers do not teach the subject but teach the student. Excellent instructors at all levels employ the curriculum as a means to empower the students and not as an end in and of itself.

The teacher preparation program at the University of Wyoming is grounded in a context that embraces the notion of lifelong learning. The program challenges you as members of the Commission of Professors to also become involved in the process of school reform by preparing better teachers for the future.

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ADULT EDUCATION COURSES, CERTIFICATES, AND DEGREES THROUGH DISTANCE EDUCATION

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Last year's Commission of Professors of Adult Education meeting focused on the challenges facing many of our graduate programs of study in Adult Education. Many of our colleagues are threatened by the changing rules of the game accompanying dramatic and drastic changes in the organizational landscapes of their colleges of education and universities. Besides noting the characteristics that exacerbate our vulnerability, last year's panelists gave cogent advice about how we might reverse or lessen the process of marginalization of our field of adult education within the academy.

For the seven full-time Adult Education Program teaching faculty at Penn State, such advice has not fallen on deaf ears. Indeed, we recognize the need for constant vigilance and diligence in strengthening the position of our program relative to other units in both the college of education and elsewhere in the university. Gone are the days that teaching, research, and service priorities, oblivious of the maelstrom that has replace the secure and monastery-like academy of years gone by. Each of us is engaged in numerous education programs not only survive, but also prosper, in these exciting, turbulent and uncertain times.

The Challenges

There are many challenges and they differ from institution to institution. Our individual and collective fate as CPAE members may well depend on how effectively we respond to these challenges. I will first describe what I perceive to be the four most pressing challenges at Penn State. I would then like to describe six ways our program has responded to these challenges. (It should be noted that these ideas are my own and may or may not be shared by my six colleagues at Penn State.) Some of these challenges and responses may apply to other CPAE members.

1. How might we *inform* and *interpret* to others the relevance of our field?

    In my view one of the most formidable challenges adult education professors face today is the fact that our label, *adult education*, does not adequately portray the diverse and multifarious nature of either our field of practice or field of study. While a graduate student at the University of Chicago, I learned that adult education could be conceptualized as a process whereby men and women engage in purposeful and intentional learning. While adult education so defined is not delimited by social organizational, temporal or geographical boundaries, its very diffuseness contributes to its invisibility. Not only are our prospective students unaware that our field exists, but decision-makers, both in society and our institutions, also suffer from the same perceptual blindness. Hence, it falls upon us to inform and interpret for both groups that adult education is much broader than the one government-dominated sub-field that currently exercises hegemony over the term.

2. How might we forge *relationships* with others both within and without our colleges and institutions?

   As mentioned last year, one obstacle to greater acceptance of our field on our campuses is our relative isolation from the K-12-oriented colleagues in our colleges of education. There are many reasons for this isolation: our epistemological differences, relative invisibility of the field of practice, preponderance of part-time students in our programs, and the non-school nature of the vast majority of adult education practice. Points of similarity and shared concern among adult education and school-oriented faculty members are not immediately obvious. We must discover them for ourselves. To enable such discovery, we must jointly yoke ourselves in collaborative alliances with those of other, even more school-oriented, fields within our colleges.

3. How might we *recruit* new students to our program?

   The tendency of general fields of practice to fragment into more specialized sub-fields of practice is certainly evident in the broad field we know as adult education. Also evident is the constant search of other academic programs in college of education to seek out new clientele for their programs, many of whom may come from occupational groups traditionally served by our field of study of adult education. Across the spectrum of what we recognize as adult education practice, few subfields require state or profession-sanctioned credentials. Likewise, few areas of practice require formal preparation in adult education. In the face of such constraints, recruitment of new students is an increasingly competitive activity. We are all too aware that to suffer a significant dip in enrollment could trigger moves on the part of our college toward retrenchment or worse.

4. How might we *raise financial support* for our programs?

   Given the economic constraints arising from the major transformation in the North American economy from one of industrial production to one of provision of services, overall economic declines are inevitable. As a result, government support for higher education will continue to shrink exponentially. Base support for academic programs, including those of adult education, will continue to erode. Accordingly, revenue outside conventional funding streams to provide additional support for our graduate programs will likely take on especial importance. If adult education programs are to command anything more than minimal levels of such items as graduate assistantships, program promotion, student recruitment, and professional travel, additional financial resources will be essential.

Some Responses

I would now like to share with you some ways we at Penn State have responded to these four challenges. First of all, a disclaimer. None of these responses is unique to Penn State. Indeed, in some of these responses, many of you surpassed us long ago. Nevertheless, our experience may offer insight for others of you surpassed us long ago. Nevertheless, our experience may offer insight for others of you who have yet to initiate such responses. I suspect that all of us can, through these and other responses, significantly enhance the chances for survival and prosperity of our respective graduate programs.

1. **Extended degrees to two metropolitan areas.** To overcome the major barriers posed by the small population and rural isolation of the (main) University Park campus, we have extended our graduate programs to two metropolitan areas. In 1985, within one year of my arrival at Penn State, we extended the doctoral program to Harrisburg. Two years later we extended the master's program to Pittsburgh. Subsequently, one full-time teaching faculty person was appointed at Harrisburg and two full-time teaching faculty members were eventually appointed in Pittsburgh. Each semester University Park-based faculty supplement the on-site instruction with or more courses. Extending our graduate programs to other sites has made it possible for us to draw on larger population than the one surrounding higher headcount as an indicator of our teaching activity. (We are still devising ways to integrate students recruited at remote campuses with the doctoral program at University Park.)

2. **Courses taught via distance education technologies.** To reduce the war and tear on University Park faculty, as well as to double up teaching assignments, we teach courses routinely via audioconferencing. Each year several of us deliver the same course to two or more groups simultaneously. Thus, without increasing the numbers of faculty members, we are able to teach more people in less time. (I must add, however, that the significance of our experience pales in comparison with the audioconferencing to up to 14 locations at the University of Wyoming, 15 sites at Montana State University, and 22 sites for the University of Missouri-St. Louis programs.) This coming year we plan to supplement our instruction to remote sites with videoconferencing.

3. **Revenue-sharing with Continuing and Distance Education.** When we offer such courses to the Pittsburgh area, we enter a revenue-sharing arrangement with what is now called Continuing and Distance Education. Several years ago our revenue-sharing arrangements brought in some $60,000 which we invested in the form of additional graduate assistantships for full-time students. With resident faculty at local sites and having conformed to the university's fixed structure for revenue-sharing, we now receive a fraction of that earlier amount. (I am hopeful that future activities of a more creative nature will restore supplementary funds to former levels.) In any event, our experience has taught us of the value of a close working relationship with

Continuing and Distance Education as a *sine qua non* for such funding to continue.

4. **Certificate programs.** A former Penn State colleague, Joe Donaldson, once taught us the importance of offering related sequences of courses for certificates as a way to enhance both recruitment and retention of adult students. Our serious attempts to implement Professor Donaldson's counsel has led us to segment the market to attract new students from different subfields of our broad and amorphous field. In sum, we have learned there is "magic" in certificates.

    a. Five years ago, our colleague, Michael G. Moore initiated the Distance Education Certificate, awarded upon completion of a nine credit emphasis in the area of study known as distance education. The certificate has been so popular that last year, approximately 90 participants enrolled in the three courses: "Introduction to Distance Education," and "Research and Evaluation in Distance Education." These students met together in nine groups: Tallin, Estonia; Turku and Lahti, Finland; Veracruz, New Mexico, and Guadalajara, in Mexico; and in Pittsburgh, Harrisburg, and University Park, Pennsylvania. This certificate program provides us with a platform from which we have been able to recruit students from across the country and around the world, attract external funding, and signal our intention to make Penn State one of the leading centers worldwide for the study of distance education--always, I might add, within the broader disciplinary framework of adult education.

    b. Two years ago, in collaboration with the Pittsburgh chapter of the American Society for Training and Development, our Pittsburgh-based program established an 18 credit certificate in human resource development. This certificate provides opportunities to convey the relevance of our discipline to groups of practitioners who otherwise might not have given graduate studies in adult education a second thought. Many students attracted to the certificate have decided to continue in the program for an advanced degree.

    c. About one year ago, the Adult Education Program sought and obtained the cooperation of the other two programs within our department in the establishment of a department-wide Certificate in Human Resource Development/Workplace Learning. Within the framework of this formal alliance, each program contributes one or two courses to the certificate and shares equally in the planning and delivery of an interdisciplinary seminar. For the Adult Education Program, the certificate represents a break-through in winning the cooperation of colleagues across the department, as well as their recognition that adult education has something to offer students who are bent on training careers in business and industry. Although relatively few students have decided so far to pursue the certificate, the benefits of intradepartmental collaboration and recognition have already repaid us for our efforts. As we schedule certificate courses on Saturdays, we are hopeful more people will begin to seek out the certificate. We anticipate the certificate will enable us to serve both students already enrolled in graduate degree programs and practitioners yet to enroll in Penn Sate courses.

d. This year we have launched a fourth certificate in adult literacy -- this time with the Department of Curriculum and Instruction within the College of Education. We anticipate that once this program has been duly announced, participants will be drawn to enroll in other courses in both the Language and Literacy Education and the Adult Education Programs. As we begin to recruit significant numbers of people in this certificate program, we anticipate the mutually beneficial association between the two academic programs will be reinforced.

e. Yet other certificates may be launched in the future. One such certificate demanding to be offered is in Continuing Education Administration. This certificate serve would serve as an additional recruitment device to the master's and doctoral programs for people who wish to enter or who are already working in continuing education positions in higher education. It would serve as a basis for building closer relationships with colleagues in Higher Education and Education Administration.

5. **Emergence of distance education as a major area of emphasis.** As mentioned already, we have been teaching courses via distance education technologies and have developed a three course sequence for a Certificate in Distance Education. Although our program has become widely recognized for this area of specialization, concerns have been raised over the years about this area of specialization. On the one hand, we recognize the "draw" that featuring distance education in some special way can have for full-time students. However, we do not want to neglect the other seventy-five yards of the football field length spectrum of our field. We have decided to resolve this dilemma by giving prominence to this one area of emphasis and thus more unambiguously inform and interpret what we are about as a program of graduate studies. By placing special emphasis on distance education on the one hand and on adult and continuing education on the other, it is my personal hope that we will be able to strengthen both our recruitment efforts and our relationship-building activities with colleagues across the college and across the campus.

6. **Collaboration with Continuing and Distance Education.** We are limited to seven full-time faculty members. When it come to program-development, we have insufficient resources within the program, department, and college -- either human or otherwise -- to maintain the vitality of our program. Accordingly, we have over the years cultivated strong relationships with Continuing and Distance Education which, unlike our department and

college, has an elaborate infrastructure of support for program design, development, and management. In the past, collaboration in outreach and distance education activities generated significant levels of support for the program. This support has declined as institutional guidelines have replaced the former policy and procedure vacuum in which we used to operate. However, much of what we contemplate still represents uncharted policy and procedural waters for the Program and for Continuing and Distance Education. For example, perhaps the central and yet-to-be-resolved issue stems from the need to change anachronistic campus-based policies that prevent our college from counting the full time equivalent credits for the instruction that our University Park-based faculty members deliver at other campuses. When we succeed in getting past that log jam, we anticipate a major escalation in the support the college will award us for our part-of-load, off-campus teaching activities.

7. **What's in a name?** The name that we choose to work under should, in my mind, accurately portray and convey the areas of practice, as well as the field of study, that we serve. It may also convey something of the alliances we have formed. I would submit that, in the twilight of the 20th century, the term *adult education* significantly deters from the mission and promise of our program and field. If we limit the name of our programs to the label many have carried, as ours has, since inception, there will continue to be a lot that is *not* in the name, a lot that could clearly and unequivocally communicate the nature and worth of our field to the uninformed but powerful decision-makers in the university.

Summary and Conclusion

To summarize, the survival and prosperity of our respective programs may well depend upon the effectiveness with which we meet the challenges of (1) informing and interpreting, (2) forging relationships, (3) recruiting students, and (4) raising supplementary financial support. In this brief presentation, I have shared my own supplementary financial support. In this brief presentation, I have shared my own *persona; perspectives* about six strategies that I, with my colleagues in the Adult Education Program at Penn State, have been employing in our efforts to respond to these challenges. May we be successful in employing these and other strategies to be discussed in this and other CPAE sessions, and thus go on to greater heights of teaching, scholarship and service to our fields of study and practice as we move forward in these exciting, turbulent and uncertain times.

GOOD COP, BAD COP: THE ACADEMIC POLICE IN ONTARIO

Barbara Burnaby
Ontario Institute for Studies in Education

Introduction

As I am not familiar with the ways in which universities in the United States set and enforce standards for academic program quality, it was interesting to me that the Commission of Professors of Adult Education was concerned with this issue. I know that the Commission has a set of standards for programs, but it is hard for me, from my context, to picture how such standards would be made operational. It was suggested to me that members of the Commission might be interested in the way our graduate programs are assessed in Ontario as one example of such a process. The following is a brief description of the Ontario system with some reference to an analysis of this system as well as comments on its advantages and disadvantages from my perspective as chair of a department of adult education.

Description of the OCGS Procedures

The province of Ontario has 16 universities. The Council of Ontario Universities (COU) is a body which represents these universities collectively in relationships with governments and other external organizations, and deals with matters of mutual interest among all the universities. The COU created the Ontario Council on Graduate Studies (OCGS) in 1977 to set and maintain standards of quality in all the universities in the province offering graduate degrees. The procedures established by the OCGS in 1981 do two things. First, they approve[1] new degree programs in academic departments (such as a new Ph.D. in a department of sports medicine where only masters level programs existed before). The petitioning department writes an extensive brief following an exacting format which is then forwarded by the university to the OCGS. The brief includes information such as a rationale for the proposed program, a description of the field of study and sub-fields, a lot of statistics on the department's faculty, students, and facilities, the vitae of all faculty members, and a list of twelve proposed external appraisers.

An OCGS committee of at least seven academics chosen to serve for three years from among all the universities: assesses the brief; chooses two external appraisers from the list who visit the department and write a report; and makes a judgment. Sometimes there are several iterations as the OCGS committee goes back to the department for more information. Departments are invited to comment on the appraisers' reports. The process can go on for up to two years, even after the number of months required to prepare the brief in the first place and get it through the university's internal approval process. Without a positive judgment from the OCGS committee, a department cannot offer the degree program.

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[1] According to Ontario Council on Graduate Studies By-Law No. 2 (V.1.c), "It is stressed that approval is not similar to 'accreditation' by professional bodies. There are no predetermined quantitative measurements, course requirements, etc. For standard appraisals [for new courses] and those periodic appraisals for which consultants are used, the Appraisal Committee will base its decision primarily on the consultants' evaluations but will also consider the university's submission and response to the consultants' reports. For those periodic appraisals for which consultants are not required, the Committee will base its decision on its own evaluation of the university's submission and any other supplementary information that may be called for".

The second thing accomplished by the OCGS procedures is the re-approval of all graduate programs on a seven year cycle. Departments under review write a brief in the same format used for new programs, external appraisers are chosen by the OCGS and make their reports, and judgment is rendered in terms of letter grades. Those departments deemed to be lower than 'A' (that is, 'B' or 'C') are usually required to file interim reports on issues raised in the review. In some cases, programs are given a failing grade ('D') and the department is required to stop admitting students to that program. Thus the Department of Adult Education at OISE lost its Ph.D. program in 1984, although its other three degree programs were considered to be of good quality.

Academic Commentary on the OCSG Process

At this 1994 meeting of the Commission of Professors of Adult Education, a number of panelists have expressed grave concerns about the meaning or value of old paradigm academic standards in today's academic world. The OCGS approval system is a prime example of how the issues in that debate is played out in shaping university programs to say nothing of the lives of faculty and students. Skolnik (1989) is highly critical of the OCGS approval process, claiming that it fosters intellectual conformity and stifles diversity of thought and method. He quotes Conrad and Wilson (1985) in their classification of evaluation models into four types: goal-based (criterion-referenced); responsive (based on views of a range of stakeholders); decision-making (related to the types of decisions that those in authority indicate); and connoisseurship ("the evaluator is supreme, and his or her values, concerns, and prescriptions of goals drives the evaluation" (Skolnik 1989 p. 628)). In Skolnik's view, the OCGS appraisals are on the connoisseurship model and

> the connoisseurs are selected by a self-perpetuating elite which represents the status quo and gives dominant weight to the academic values and perspectives of the sciences. The connoisseurs are not accountable to faculty or students, and it is the connoisseurs' tastes in academic matters which determine the de facto criteria for the appraisals.... Because these tastes are not made fully explicit before the fact, there is no opportunity of public debate within the university community on the appropriateness of the values and criteria which drive the appraisals. (p. 633)

He continues by specifying three particular areas in which this model inhibits innovation and induces conformity. One relates to the heavy focus on research, its funding and publication, which greatly favors the sciences. The second indicates how the first issue forces a devaluing of teaching and field involvement. The third concerns an inhibition of publication which communicates to the general public. He also notes problematic outcomes such as inappropriate focus on students' grades, retardation of institutional differentiation, and lack of access by those who hold other than white, middle class values (pp. 633-638).

The Experience of an Adult Education Department with OCGS

Skolnik presents his general assessment of the OCGS process and its effects on the university as a whole and the non-science areas of study in particular. I will offer my observations of its effects from my administrative perspective as chair of the Department of Adult Education at OISE. Needless to say, the department is somewhat cynical about the OCGS process since we lost our Ph.D. program ten years ago because of its assessment. The main concerns in the negative assessment were that the faculty/student ratio was too high and that faculty, overall, did not publish enough. Despite this blow to our egos and program, I can see good, mixed, and bad outcomes to OCGS reviews in the day-to-day operations of the department.

Good Outcomes

With respect to good outcomes, one value is always knowing that a review is coming. Leaving aside concerns about the bias of the review, it makes us keep better track of and scrutinize what we are doing. We regularly monitor faculty/student ratios, research patterns, program coherence, graduation rates, the implications of admissions levels, and other factors. Of course, when we find anomalies, we try to address them. This pressure to report at seven year intervals forces us to stay conscious of the outcomes of our decisions and indecisions. Without this pressure, we would tend to focus on the immediate fires that need to be put out and ignore trends that are not visible to the naked eye. There may be a volcano about to erupt in terms, for example, of graduations rates or course coherence, and we are better off for constant reminders that we have to pay attention to not only the forest **and** the trees but also the potential volcanoes below.

At OISE, as chair of a department I am one among equals. Conditions of employment decisions for faculty are made by others. Having the specter of external assessments always present makes it easier for me to do my work in distributing faculty workload since I have this external scrutinizer at my back. Not everyone has to do the same thing, for example, in publishing, holding externally funded grants, or supervising theses, but the overall picture must come out with a certain balance. Leaving aside concerns about the precise nature of the balance that might be expected by an unknown evaluator, it is still useful to me to be able to remind faculty that their work record will be observed by someone who has a great deal of power over their academic future in the long run. I suppose that the boogeyman of assessment could be misused by chairs, and perhaps I am guilty of that myself, but it does provide a means of centering conflicts over workload on the interests of the whole department as much as on individual issues.

As a department chair with labor rather than management, it is my job to advocate with higher authorities concerning the needs of the department. While I appreciate that my views are usually considered generously by the administration, I would have no power to argue if I felt that the department was being unfairly treated. A major reason for this good response from the administration is undoubtedly the fact that I can make arguments for resources based on the potential consequences in an OCGS review. The best example is faculty/student ratio. An overly high ratio of students to faculty was one of the main reasons for our losing the Ph.D. program. While the administration could have insisted that we remedy the problem by reducing the numbers of students admitted, that solution would not have been particularly productive in light of the high student enrollment potential of the department. We get almost three times as many qualified applicants as we can accept. Therefore, the administration is receptive to arguments that we need more faculty both to keep student admissions up and to satisfy the OCGS's concerns about reasonable faculty/student ratios.

In sum, the fact that a review is looming has some good impacts on our work in the department. It makes us vigilant about the general conformation of what we are doing, drawing special attention to those aspects of our performance that are not easily visible. As chair, my work is made easier since I can point to an external force when I negotiate with individual faculty members and with the administration rather than having to argue on my own authority alone. It should be noted here that these sanctions also are a source of considerable anxiety among the faculty, especially those who do not publish much for various reasons.

Mixed Outcomes

Some aspects of the reviews are a mixed blessing. One is that the terms of the reviews focus on program, defined not as content groupings but as the degree offered (in our case M.Ed., M.A., Ed.D.). There is considerable pressure to show how these degrees are differentiated. A strong implication along the lines that Skolnik suggests is that professional degrees like the M.Ed. and Ed.D. are less exacting and less valuable, a view that is contrary to values in the department. It is clear that it is useful to us and our students that these degrees be distinguished in terms of the requirement and the expected outcomes, and we benefit from the OCGS pressure to define these boundaries. Nevertheless, the ways in which we want to make these distinctions are not easily quantifiable and OCGS is not generally amenable to accepting boundaries that are made on the basis of human judgment (faculty's and students') rather than quantifiable factors such as required courses and the like. For example, we have been asked to make a distinction between our proposed new Ph.D. program and the current Ed.D. The university requires that we have two years of residence for the Ph.D. rather than one for the Ed.D. Thus we have one quantifiable difference. After that we are in a quandary. Our other criteria are that potential Ph.D. candidates aim at an academic career and that they write theoretically oriented theses as opposed to Ed.D. theses which are supposed to be applied theory. When bean counting is the rule, making quantifiable criteria that depend on faculty and student judgments about what is theoretical and who is destined for an academic career is extremely difficult. In fact we are forced to stretch the truth about procedures that actually work and invent procedures that never would be effective.

The other mixed blessing that comes to mind is the reports of the appraisers who come to evaluate our programs. After the number crunching and putting the round peg of the department into the square hole of the OCGS formulae involved in preparing the brief, it is a relief to entertain two external appraisers with whom we can directly interact. The process involves them meeting with various direct stakeholder groups (students, faculty, staff), viewing the facilities, and reading sample theses. In our experience, the results of these more qualitative reports have been greatly useful not only for stroking our egos but also for suggesting how we might shore up weak places and take new directions. The concern is, as Skolnik has suggested, that one will get appraisers who are working in a different paradigm, who do not recognize aspects of the program that the department sees as central, or who demand performance that the department does not see as essential.

In sum, the OCGS appraisals are useful in that they make us focus on (degree) program coherence but require proof of differentiation that may not be compatible with the ways in which the department itself makes such distinctions. Similarly, reports by external appraisers are very valuable qualitative data on how the department is doing, but only to the extent that the appraiser has an orientation that fits with that of the department.

Bad Outcomes

The main negative aspect of the OCGS review has been the predominance of the positivistic perspective as identified by Skolnik. Publishing in quantifiable terms is the ultimate, but there are no ways of measuring quality with respect to the journals in which faculty are published much less the quality of the publishing itself. Also, faculty who work in new theoretical and research paradigms and those who do low-funded, labor intensive work are disadvantaged. It was partly on this basis that we lost the Ph.D. program. Teaching is not evaluated except in the numbers of students taught in courses or supervised, or the graduation rate. Field service is not even acknowledged in the records required in the brief to OCGS. As chair, I can use OCGS to press faculty to publish or supervise, but I have no comparable ways of rewarding faculty who excel at teaching and/or have ways of drawing the department closer to relevant communities.

Another area that the OCGS negatively affects is hiring. We prize people who are credible in the field. There are numbers of people that we would like to hire because of their exemplary field experience who have, by the demands of their professional work and orientation, not published much. We are greatly pressured to pass them by. We are forced to hire on the basis of people's publication record rather than on their record in the field and what they could bring to students as experienced practitioners.

Finally, we feel that we, as a department, constantly have to negotiate between the threat of sanctions that we do not have any control over and our wishes to develop our programs. Threat as a motivator is more inhibiting and demoralizing than productive. According to Skolnik these sanctions are undefined but maintain a positivistic bias in the OCGS. We have concrete reason to believe that position.

Conclusions

From this perspective, it seems clear that there are some benefits to having an authoritative outside evaluation on a regular basis. The evaluation keeps the department on its toes, so to speak. The authoritative aspect helps the chair to ensure cooperation among faculty members. However, in this case the values of the evaluation process are at odds with those of the department. The OCGS process is a thus a force for congruence in the Department of Adult Education in that it coalesces us against the enemy, but mitigates against the development of special interests (paradigmatic, teaching or field development oriented, etc.). Because of its numerical orientation, it focuses on output of a very particular sort. This makes one wonder about how one would describe the valued input to these programs.

With respect to the interests of the Commission of Professors of Adult Education in developing a system for evaluating adult education programs, this opportunity to reflect on our situation has given me several thoughts. It is useful to a department to have a regular evaluation process in order to get external and internal feedback on its operations. It is also useful if such evaluations are authoritative in some way, that is that there are sanctions about compliance, since the evaluation will be taken seriously. However, it is counterproductive to have evaluations structured in such a way that the values and principles of the evaluator are not expressed and that these might be in significant conflict with those of the department. This is not to say that the values of the department or the evaluators should not be questioned, but that those values should be fairly discussed in academic form before they are taken for granted or dismissed.

The Commission of Professors of Adult Education has a set of standards for adult education programs. This is an excellent basis since the criteria have been publicly set out. From my perspective, it would be helpful to review those standards in light of their congruence with the values of existing programs so that agreed upon principles of process as well as outcomes could be articulated. It is not clear to me what authority these standards have in the actual conduct of programs. The matter of giving the standards authority is a complex one that I am not qualified to comment on given my lack of knowledge of the U.S. university system.

Skolnik (1989) provides a reason why it is important that we give priority to evaluation processes. "Admittedly, a system of program appraisal may be only one of several factors that generate pressure toward conformity in academe. However, it may be one which is more amenable to change than the more deeply rooted factors, such as incentive and reward system which confer promotion and status on individual professors, or the inherent cultural traits and tendencies discussed in the first part of this article" (pp. 638-639). If we believe in our values and the inherent potential for growth in our universities, we should take maximum advantage of program appraisals to that end.

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REFLECTIONS ON THE CPAE PANEL
AFTERTHOUGHTS

Elizabeth A. Peterson
University of South Carolina

Panelists: Donna Amstutz, University of Wyoming; Sharan Merriam, University of Georgia; Peter Cookson, Penn State University; and Barbara Burnaby, Ontario Institute for Studies in Education.

Moderator: Brad Courtney, University of Georgia

Summary of the Panel Discussion:

This panel of professors was convened to discuss how adult education can be better connected within colleges of education and other integral programs at the university. This is an issue that has been troubling many of us in academia. Many colleges and universities are now facing serious funding shortages partially due to decreasing student enrollments. In order to save the institution, universities are changing. Part of that change has been to cut programs. Those programs that are seen as being outside the mission of the college have been the first to be cut. None of us want to be next. The four panelists shared with us how they have, at their institutions, formed new alliances which will help place them in a much stronger position within their college.

Donna Amstutz began her remarks by saying that adult education is often defined as lifelong learning, but the assumption is that this begins with adulthood. She has expanded the notion of lifelong learning to take in the K-12 schools and teacher education. This is what is being done at the University of Wyoming, where adult education is part of the Division of Lifelong Learning. This division is also made up of Early Childhood, Curriculum, and Instructional Technology. Amstutz said she was hired, in fact, to revise the teacher education program. The guiding thought was that teachers should:

1. know the subject,
2. actively engage the learner,
3. teach to each learner, and
4. be a lifelong learner.

One thing that was initiated was a mentor program for the students. However, it was soon evident that classroom teachers who were selected as mentor teachers were also in need of continuing professional development. Many were resisting the new strategies. What Donna Amstutz discovered as she began to implement the revised curriculum were seven principles for teacher preparation which are not unlike the basic principles of adult education:

1. Learning is not confined to a particular time of life.
2. Learning is not limited to traditional institutions.

3. Learning is rooted in the community.
4. General education and vocational education are interrelated and interconnected in nature.
5. Learning should not only be directed toward change.
6. Learning process is key to all learning endeavors.
7. Learning should empower and not disable lives.

Adult education programs are in a more secure position when linked to the K-12 and teacher preparation curriculum, as it is in the Division of Lifelong Learning at the University of Wyoming.

The second panelist, Sharan Merriam, focused on how research can be used to connect adult education to other departments and colleges in the university. She noted four major shifts in educational research:

1. At the University of Georgia all research connects back to the field, meaning it is much more practitioner based. Teacher involvement through action research has been a primary focus, and at the present time two faculty members are full-time teachers in the public schools.

2. Another significant change has been that the research paradigm has broadened, not only in adult education, but in other areas within education. Qualitative research has become more prevalent. Some departments even require that courses in action research be a part of all doctoral programs. Faculty are more open to proposals for qualitative dissertation research.

3. Funding patterns for research are changing.

4. Collaboration in and between departments and colleges in the university for research is being encouraged.

To elaborate on the notion of collaboration, Merriam suggested several areas where adult educators can form relationships with other disciplines. They are: 1) reflective practice, 2) staff development, 3) literacy, 4) technology, 5) international and global awareness, 6) cultural diversity, and 7) ethics. Those of us in adult education might consider initiating research or offering courses in these areas because these subjects address common learning needs throughout the college. To conclude Merriam emphasized that "we (adult educators) are not as different as we think we are nor are they (those in other disciplines) as different as they think they are."

The next topic covered by the panel was how adult education courses could be covered through alternative delivery systems. Peter Cookson from Penn State University talked about how the use of certificate programs and distance education courses boost enrollment. He first presented four questions that we all must ask ourselves: 1) how do we inform and interpret to others the nature of our field; 2) how do we forge relationships with others; 3) how might we recruit new students to our programs; and 4) how might we raise funding for our programs? Responding to these questions will be a major challenge for all adult educators.

Cookson believes that Penn State has already begun to respond effectively to these questions. The adult education program has been extended to other campuses in the Penn State system. Courses are offered on a regular basis at the Monroeville and Harrisburg campuses. This has served to boost enrollments. Distance education has also helped raise enrollments. Through distance education the program can be delivered out of state and to international markets.

Another strategy has been to organize sequences of courses that can then be offered as a certificate program. The certificate programs have been particularly attractive when offered through distance education. Penn State now has several certificate programs that are very popular.

Cookson's final challenge was that we might want to rethink what we call ourselves. He feels that the title adult education is too limiting. A new name which better reflects the field of practice (which is very broad) and the relationships that have been formed may be in order.

Barbara Burnaby from Ontario closed the formal panel discussion by describing the function of the OCGS or as she called them the "academic police" in Ontario. The OCGS is a regulating board that reviews all graduate programs in Ontario. All other programs are also reviewed every five years. There are some dynamics of this review process that serve to remind one of the "good cop/bad cop" cliché.

One positive aspect of having a regulatory board is that it forces programs to submit to a regular, powerful review. Data regarding faculty-to-student ratios, types of research, courses taught, and graduation rates are kept up-to-date. From the department chair's standpoint the OCGS is also a plus because it makes the job easier. The OCGS can act as the enforcing agent and save the department chair the responsibility of regulating programs.

One aspect of this system where the positive outcomes is less apparent is in the reporting system. There is no guarantee that those who review the program will share the same values as those in the department who developed the program. The department chair has no choice in appraisers, and often the OCGS has very positivist values; they look at publishing exclusively. Because of the focus on publication, there has been some difficulty in hiring new people. The OCGS considers only those applicants with a strong publishing record on their vita.

The panel remarks were followed by a brief question-and-answer period. Several colleagues shared practices which may connect adult education programs to other programs and disciplines within the university and thereby strengthen our position during a time of transition for all higher education.

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Reflections

All of the remarks made by panel members reflect the serious threat that many professors of adult education have felt in these difficult times. Changes in demographics and the changing perceptions of the public have put colleges and universities in the line of fire. The jobs that many thought were secure now seem somewhat insecure. Programs have been eliminated; others are threatened. Adult education, because it is such a broad field, has often been difficult to explain to others. A very long and detailed response to the question, "what do you do?" has been the standard for a professor of adult education because it is usually followed by a second question, "what is adult education?" We now realize that we can no longer afford to be so mysterious. Others must know what we are doing and feel connected to us. We must play a more vital role in our institutions. Each of the panelists shared strategies which can possibly be used to help connect us with others on campus and yet not jeopardize the beliefs and practices that we feel make adult educators a unique group of people. One thing is clear: we do need to better articulate what we do and how adult education ties in with a concept of lifelong learning or education for a lifetime. If we do not, then other programs will come in and pick off pieces of the adult education that seem related to them until we have no programs left. This is already happening on some campuses where reading and early childhood departments are picking up adult literacy and where business schools are developing courses in training and staff development.

While there are some issues that transcend our borders, it does seem that there are some concerns that are unique to the United States. It does not seem that the Canadian programs are in the same tenuous position as programs in the U.S. Much of this is probably due to the existence of a central regulating body. It can probably be assumed that the existence of the OCGS in Ontario serves to validate programs in the same way that the major accrediting bodies validate entire institutions in the United States. Accreditation takes place at the program level rather than at the college or institutional level. Perhaps a central regulating board is needed here in the United States. Maybe, maybe not, it would need to be discussed.

In the United States it seems that much of the oversight for programs comes from within the field rather than from a regulating body. Within the Commission of Professors of Adult Education we are aware of schools where there are strong adult education programs; we know where there are strong faculty and students. We keep abreast of the kind and scope of research in the field because we come together to share research during AERC and AAACE. We also publish in adult education journals. We do not rely upon outsiders to oversee the development of our curriculum. This, in some ways, is positive because we do not have to look to others who do not continue this discussion. We must continue to search for ways to strengthen adult education's visibility and credibility upon the college campus.

Special Interest Groups

CRITICAL THEORY SPECIAL INTEREST GROUP

First Session: Critical Theory: Applications in the Field

CRITICAL PEDAGOGY IN PRACTICE: ADULT EDUCATION AND THE REPRESENTATION OF CULTURE

Fred Schied
Penn State University

Within the community of academic adult educators, critical pedagogy is a much discussed but seemingly little practiced concept. Part of the reason for this, it seems to me, is that to attempt to function as a "cultural worker" means not just stepping outside the university environment, but to straddle the world of universities and the world of work. For cultural workers, which is what I believe critical adult educators to be, it means facilitating the process of what Henry Giroux has called "border crossing." Academics can position themselves on the borders between powerful institutions attempting to represent and interpret culture and the multiplicity of popular and public representations and interpretation. This paper briefly describes one small and tentative attempt to engage in the practice of critical pedagogy in Southwestern Pennsylvania.[1]

Industrial Heritage: Interpreting the Past to Justify the Present

Johnstown, Pennsylvania, like many small- and medium-sized cities in what the media has labeled the "Rust Belt," has suffered under the process of deindustrialization. Once the center of a significant steel and coal area (and to lesser degree, a railroad center), the city has suffered from out-migration and unemployment. Along with this process of deindustrialization has come the decline of the labor movement. However, while the power and influence of the labor movement as represented by such unions as the United Steel Workers and the United Mine Workers has declined, the memories and the lived traditions of an often militant working-class culture still remain. How that memory and representation are shaped through the concept of "heritage" is the focal point of the Open Hearth Labor Center Adult Education project. First we need to examine a little closer the meaning of heritage and the interpretation of culture.

During the last decade, the Johnstown area has become part of a larger nation-wide project funded through the Department of the Interior called the American Industrial Heritage Project. This project, part of a larger heritage conservation trend in industrialized (now rapidly deindustrializing) countries, has as its task the preservation of the cultural traditions of these former centers of industry. Nationally, the America's Industrial Heritage Project provides millions of dollars to local groups and local business to preserve cultural traditions, various folk arts, folk crafts as well as to promote scholarship on these old industrial communities. The project is also, and most importantly, an economic restructuring scheme. It provides large sums of money to, among other things, preserve and rebuild historical areas and buildings reflecting, so the argument goes, the nation's industrial past. It thus becomes a way to bring some federal money into depressed areas, create a few jobs and hopefully, develop a tourist industry by bringing in visitors to local historical and cultural activities. One result of these heritage projects has been the creation of what have been called industrial heritage theme parks. Formerly working coal mines and steel mills are being turned into outdoor museums managed by the U.S. Park Services where visitors can come to see how industrial America was built. Of course, the key question in any of these heritage projects is who decides what gets preserved, what cultural traditions get preserved, and what ends this representation of cultural heritage serves.

Heritage is inherently an ideological process. Heritage is, as James Abrams has cogently argued, a process by which the economic and social politics of capital are justified and legitimate the ameliorating cultural activities of the state.[2] Past struggles are pacified and frozen in time and are celebrated as cultural artifacts and made "natural". Coal strikes and steel strikes are celebrated in a kind of voyeuristic and exotic but safe way. The transition from a highly industrialized society to a rapidly deindustrialized one is treated as a natural progression.

These industrial heritage theme parks, the study of folk art and folk ways, and the memorializing of historical periods result in a kind of cultural objectification. That is, events are interpreted and thematized by experts and frozen into an image of the past with people within that frame becoming spectators to their own history. The factories, mines and company towns become representations of when times were "really tough" or examples of where "America has come from and how far we have moved from those bad old days." Missing from this heritage discourse are notions of class, ethnicity, race, gender, and struggle. Missing, too, is the labor movement. The voice of people who actually worked in the mines and steel mills, who organized the unions, and who produced the steel and coal is never heard. Instead, their stories are interpreted by experts. In Johnstown this means that workers can tour the steel mills they worked in for thirty years and have a tour guide inform them of how the plant operated, purchase a video produced by the university-trained film makers on working-class life in the community, and attend festivals celebrating the folk art and craft of their own relatives, families and friends without having participated in any of the interpretations.

This, then, is the dominant interpretation supported by powerful institutions. It should come as no surprise that the labor movement and working people in general are either ignored, or worse, their experiences are interpreted for them by experts. Cultural hegemony is, however, never total. In fact, in the Johnstown area, as in other areas, popular cultural traditions are interpreted and celebrated in saloons, union halls, traditions and social clubs of the ex-miners and steelworker families. The role of the cultural worker is to work on the border between the official cultural hegemony and the popular representations of working-class life.

The Open-hearth Labor Center Adult Education Project

The failure of the local Johnstown heritage commission to include labor and working people in the interpretation of their own culture lead to the creation of the Open-hearth Labor Education Center. Building on the still present labor culture of the community and with the strong support of the Central Labor Council, the Center is seeking to become, among other things, a place where the official heritage discourse can be challenged. While still in its infancy, the center is in the process of incorporating and has received funding for its first project.

Initially the adult education project has received funding to train unemployed steelworkers and coal miners to become interpreters at local industrial heritage cites operated by the U.S. Park Service. The objective is to have the working people become interpreters of their own experiences and therefore to challenge the dominant heritage interpretation of the industrialization/deindustrialization process by introducing the workers and the labor movement story.

Crucial to this effort is making sure that the interpretation comes from those that actually worked in the mines and mills and those that lived in the mill and mine towns in the Johnstown area. The Center organized a committee of former coal miners, steelworkers, and representatives from local unions to discuss ways in which the project could be implemented. The first step was to invite former workers to a workshop to both introduce them to the project and, what is more important, to have them begin to discuss among themselves what stories should be brought out about their struggles and insights. Also discussed were the ways in which deindustrialization is very much the result of political and social decisions made. Crucial to the success of this workshop (held in mid-November) was the active involvement of ex-UMW and USW workers. Recruiting was done by ex-coal miners and steelworkers through their own already established informal networks. Held at the local steelworkers' union hall, the workshop allowed former industrial workers to discuss, argue, and interpret for themselves how they interpret their own experiences.

The next steps in the project are to develop a curriculum around the experiences of those people who worked in the mines and steel mills and then to critically engage in a dialogue of how that interpretation should be represented within the heritage theme parks. If the project works as planned, within a year a group of unemployed workers will be interpreting their own experiences to the area visitors. In effect, the discourse of industrial heritage will, at least on some level, have become contested terrain where different interpretations and representations can challenge accepted "truths" about the cultural heritage of America's industrial past. The project, and indeed the Center itself, is still in its infancy, and many problems and pitfalls still remain. Nevertheless, the adult education project is well underway, and the Center has begun the process of incorporation.

REFERENCES

[1] See Henry Giroux, Border Crossings, Cultural Workers and the Politics of Education (New York: Routledge, 1992).

[2] James F. Abrams, "Lost Frames of Reference: Sightings of History and Memory in Pennsylvania's Documentary Landscape," in Conserving Culture: A New Discourse on Heritage, ed. Mary Hufford, 24-38. Urbana: University of Illinois Press, 1994.

CRITICAL THEORY: APPLICATIONS IN THE ADULT CONTINUING EDUCATION FIELD OF WORK IN ILLINOIS*

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On Adjectivization

Let me start here by saying that a theory that is not critical of something or someone is not necessarily a theory in or of itself. After all, one codifies his or her analyses, thoughts or views only when one thinks that his or her findings are distinct from those of previous codifiers of the "truths" in his or her particular field of work or study. Moreover, the mere adjectivization of a phenomenon tends to show that such a phenomenon by itself, without the adjectivization, no longer has as much relevance as it once most likely had; the presence of the adjective "critical" in critical theory suggests that there was a time when all theories, with no exception perhaps, were of a critical nature. Research or the pursuit of the "truths" in the field was not anyone's monopoly then, and one would make a record or write more so for the sake of registering new developments than simply to promote oneself, to get visibility among peers, to obtain stability or tenure in the workplace and so forth. Evidently this scenario must have changed. Otherwise, we would be addressing here applications of adult education theory, which were all critical, more so than applications of critical theory of adult education, which are not necessarily critical. In fact, it is very fashionable these days for one to rehash someone else's work and tag it with a different label. Countless adult education writers, reporters or journalists have swung by other fields of study and disciplines and returned with "new" ideas, different codifications, theories and the like. Peer-pressed to produce knowledge or, more exactly articles and books, too many of them wind up hurting mother nature and damaging our ecosystems by causing the demise of so many trees. Very often their papers are not worth even a bush, never mind a tree.

About Theory Development

While seemingly very few adult education practitioners in Illinois think before they act, the vast majority of them apparently do the reverse of it these days. Those who are still able to do both things at once tend to be quite successful not only as educators of adults but also in life as a whole. Because adult educators, like anyone else in society, act according to a particular set of facts or body of data, opinions, policies, rules, covenants, manifests, beliefs and so forth, we all (unless we are brain-dead or have been metamorphosed into some sort of an automaton) are in the business of developing theories about a variety of matters. Most of us, given our previous personal or professional conditioning, workplace experiences and perceived missions in life, end up with very similar, if not the same, theories about or how to work out a particular challenge. Then, like in every field of work or study, there are always a few individuals here and there who refuse to go through the same beaten pathway: not only do they choose to work with a different set of values or variables, but they also seem not to be able to avoid processing those things in quite a distinct way. They are the Christopher Columbuses of the adult continuing education (ACE) universe: the old methods, tenets, manifests, beliefs, views, covenants and so on are no longer convincing or satisfactory enough in their everyday work or life. Before they even realize, their newly developed theories are critical of the normed, time-honored, established or conventioned ways of both (a) what ACE variables are to be taken into account and also (b) how to do so.

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* Just a casual and candid conversation with a Chicago adult education practitioner who, unrehearsedly, shares his body of experiences in the field.

Praxeology

This is one of the reasons why the most authentic critical theorists in adult education with whom I have worked do not even know that they may be labeled that by scholars, academicians or researchers; they do not set themselves up to develop new, different or critical theories. Rather, they are action-oriented individuals or, as it is often said, they are adult education practitioners; they practice what they profess. They are professionals. In general, the codification of their analyses or theories are mere afterthoughts. Freire, for instance, would not have codified most of his pedagogy of liberation if it weren't for the Brazilian Government which resisted his views all the way, before finally booting him out of the country. In the effort to prove his points, he, a lawyer by training, started jotting down his thoughts and that was the genesis of what came to be Pedagogy of the Oppressed, among other publications. Had he gone by the protocol and remained a mere professor in the Federal University of Pernambuco in Recife, Brazil, he would not have been able to codify the body of theories with which he experimented in that country and, later on, elsewhere.

Contrary to the pseudo-critical theorists, who essentially have their peers as their audiences, the most authentic critical theoreticians usually have in mind the participants of their programs, their students. We have here, therefore, a problem of public -- (a) peers in one situation and (b) students or participants in the other. The pseudo-theoretician is more an artist than an instructor because he or she needs an audience in order to act or perform. Consequently, for the sake of entertaining its crowds or classes, this breed of theorists develops its body languages and repertoire of theatricals. Adding to it a balance of bombastic statements, shocking expressions, attention-catching phrases and the like, pseudo-critical theoreticians unavoidably tend to be really pleasant and funny to hear and see.

Most adult continuing education practitioners in the field with a minimum of ethical sensitivity and social responsibility are constantly working in the development, improvement or actualization of some sort of (critical) theory. Their utmost respect for their partners in their learning endeavors prompts them to rethink, reconsider and redirect their praxes all the time. While these critical theory developers in the adult education universe are constantly (re)conceptualizing their (critical) theories, very few of them tend to codify or straight jacket their findings, views or thoughts of the occasion into some sort of publication. Not surprisingly, once they do so their acquired loyalty to the codified ACE reality starts hindering their ability to detect the newness of certain variables along with countless how-tos in the field. From that point onward, they are engaged in the business of selling their newly found views, concepts or theories to those that they see as power brokers in their circles -- their peers, publishers, employers, editors and funders.

"Professional" educators go by the book and dare not to upset any power broker; they are disciplined enough to (self)censor out whatever does not fit the established mold. Instead of capitalizing on immediate gratification just like "artists" ordinarily do, they patiently wait around for their time or opportunity to come: They tend to show a great deal of "faith" in the established rules and regulations. Ordinarily, they stick to the "official" body of knowledge or theories in the field just like the fundamentalist ministers stick to the very letter of their holy books. It does not take long, therefore, for many ACE theory builders to start struggling to promote their own theories even in situations where those theories do not necessarily apply.[1] Understandably, this brand of "professionalism" causes others to jump up and down with their new analyses or theories. Paradoxically enough, therefore, narrow-minded programs and projects do have the ability to prompt critical theorists to come into being.

I still remember a few years ago when a University of Chicago graduate student who wanted to "do Freirean work" came to my office saying that she was told to go "do Freire" elsewhere because that university did not do that. "We deal only with educators here; Freire is nothing more than a social activist," her professor summed it up, she told me. Community-based adult educators, for this reason, are constantly at odds with the university-based adult education status quo, and this dichotomy where one monopolizes the practice while the other monopolizes the codification of theories is not necessarily healthy for the field. Promoting the access of seasoned adult education practitioners to graduate schools would be a promising way, it seems to me, to address such a pseudo-dichotomy. These graduate schools, however, must be very knowledgeable of their limitations and not act as mere agents of the status quo, as too often is the case. Moreover, their professors need to do more professing than preachings of one kind or another.

On Gangs and Gullags

In my adult continuing education work in Chicago, I have had the opportunity to get to know some of the most organized, solid and fascinating institutions -- gangs -- in the business of preparing, equipping and training neighborhood residents to function in the most challenging sections, areas, departments and divisions of the underworld's or underground's economy. Most masterminders of these outfits are rather knowledgeable and conversant about the mainstream society and quite able to carry themselves out in both worlds, under and above ground. Their familiarity with mainstream society and with its requirements is not necessarily to comply with them because they know better than to trust a system that has not been favorable to them. Instead, they skillfully avoid or overtly dismiss those societal requirements while they are in the process of advancing their own social and business endeavors. Extraordinary adult learners that they are, and they have to be because learning there is a matter of life or death, they develop a language and culture of their own; their ability to succeed in their initiatives is a direct outcome of their plasticity, versatility, flexibility and dynamism. Outsiders or perceived enemies of their causes are not supposed to understand their idioms, customs, traits and trades. Their concept of reality is extremely plastic and dynamic. Thanks to it, they can really carry on conversations or business deals almost anywhere, sometimes even in the courtroom without necessarily being detected by the keepers of the official or mainstream systems. Their ability to conceptualize, implement and evaluate their guiding principles and theories is simply masterful. In my estimation, there we may find some of the best critical theory developers of this society: Not being able to rely on the established theories or on theories designed by others who may not have their best interests at heart, they learn to (un)learn in order to function in an environment fraught with odds of all kinds. It is exactly the critical knowledge produced by a body of critical theories that augment their life span in the Chicago ghettoes, just like anywhere else in urban America where only the shrewdest, the fastest learners can survive without much suffering and pain. A typical adult education scholar would not last long in such an environment despite his or her extensive repertoire on adult learning theories, methods and techniques, I suppose.

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[1] An adult education writer with a smart, bully or aggressive public relations bent or with the services of a manager or impresario can easily impose his or her writings or theories on the adult education consumers' community; I see it happening all the time in Illinois.

Within the thinking segment -- which unfortunately does not seem to be too sizeable -- of the adult education world in Illinois, not many adult educators working in the public sector have developed the ability to think for themselves; and much less, to think critically. Such a shortcoming can be quite hazardous to their professional longevity; most of them have had their automatic pilot on for many years now. In their job pursuits they end up borrowing, stealing, buying and embracing practices, approaches, methods, materials, techniques, models, etc., developed and "field-tested" by others elsewhere to such a point that they no longer seem to think for themselves anymore, if they have ever had much of such an ability before. At best now, they can regurgitate somebody else's thinking, thoughts, methods, materials or theories of adult learning. On the other hand, the small minority of critical theory practitioners operating in the private sector customarily put their skills at the services of whoever has the moneys to invest on them -- the profiteers: Given the high-tech infrastructure usually available to them, these ACE mercenaries tend to come up with far-reaching mechanisms to train and recycle staffers. They focus on white collar workers during the economic boom times and, as the so-called workforce educators have abundantly shown in the mid-1980s, on blue collars as well during the hard times. The so-called workplace literacy efforts of the early 1990s have been a by-product of this climate, as a matter of fact. Because employers can get away with paying the lowest possible wages, adult educators are hired to provide unskilled workers with the most basic job skills necessary to get the job done. As long as these workers do not mind being underpaid, they are kept on the payroll. Today's adult educators can quickly equip employers in their "struggle" against organized labor. Even though there are plenty of skilled workers in the

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market, employers have managed to get their workforce education bills through Congress in order to access public dollars to pay for their adult education needs. Not having the status of a discipline or field of study within the boundaries of the Ivy League universities, adult education is seldom taken seriously in general by institutions of higher learning or even by state and federal bureaucracies: Whoever could not make it elsewhere seems to anchor in that department while waiting for bigger and better opportunities to pop up for them anywhere else in their systems of work.

On the other hand, isolated in academia's gullag or ghetto, partially removed from the mainstream research community, the so-called adult education scholars or professors rarely dare to be involved in some contemporary issues and to speak their minds. Simply put, that can cost their careers; whatever has to do with the "real" world, whatever is a contemporary issue or controversy is deemed "political" and being political is something that they claim not to do in their scholarly capacity. They are scientists, researchers, professors or scholars and not activists, many of them contend; and academia, like any other institution or employer, rewards good behavior. So, they wait around. After a couple of years of being cut out of the larger society and spending a great deal of time in committees and commissions (dozing off so much over stalemate readings in the university libraries, staring at computer terminals, digging through piles of garbage in countless databases, ciphering their hodgepodged thoughts in dialects, jargons or, as it is often said, academese that only another fellow scholar elsewhere in some other academic gullag in the university community can understand), promising minds once enamored of critical theory seem not able to do much with it anymore. At best, they come up with scholarly papers and books every now and then.[2]

In view of this scenario, only by accident may one find critical theory developers in the adult education gullag of the public and private sectors. Torn between both these worlds, too many university-based adult educators fail to make up their minds about what to preach and what to do or profess. While critical theory practitioners in the "real" world choose to validate their views by their action, academicians usually limit themselves to writing "scholarly" papers to be presented in fraternity gatherings such as this one where we find ourselves today, for instance; this is as far as their action goes, most of the time.

While conventional research papers can be read and understood by most adult education practitioners, this is not necessarily the case with many of the so-termed scholarly papers which (due to the esotericism, dialectism, gullagism, ghettoese or reverse slangism used by the "critical" theory scholars) call for articles and even books -- if not symposia, colloquia, seminars, etc. -- to discuss, interpret or exegete those very scholarly papers. A paper to explain a paper! What is it? What purpose does it serve? What is the point of all the usual mystification here? Should adult learners be critical of these types or what? If the theoreticians in the adult education field are not critical themselves, how can their theories be critical? Who decides what is critical or not? What are the standards or grounds for such a decision? In these days and age, usually how long does it take for a critical theory to lose its criticalness and become part of the adult education establishment? Without the benefit of critical theorists, where will adult education go with its rather atrophied body of knowledge? If critical theory is so important in the adult education knowledge production process, how come our graduate programs are not generating more critical theorists? Actually, to what extent do our graduate programs in adult education tend to do away with the mavericks, the independent thinkers or critical theory developers? Likewise, to what extent can those surviving in the gullags of academia and desperately seeking affirmation, stability, tenure and promotion afford to be out of line with the adult education mainstream? Anyhow, these are only a few of the many questions that we may need to consider on this particular matter, if we really care to understand the philosophy, the sociology, the psychology, the economics, the politics, the history and culture of critical adult education theory development, provided that there is such a thing going on these days in our milieux, of course. Let us each look around where we came from and give credit to whoever is entitled to it in this field. Let us break away from this time-honored barrioism, cliquism, provincialism, elitism, cabalism or tribalism of acknowledging and quoting one another in our self-validatory pursuits. There are so many other individuals out there who do not necessarily belong to our fraternity, gang, tribe or clique but who, nevertheless, have managed to develop some inroads in their adult education praxes; if we drop the blinds or biases from our eyes, we will see these things very easily as long as we do not remain hostaged in ivory towers provided by academia, government or any major (think-tank) institution.

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[2] publications usually written by a very narcissistic and small minority of self-proclaimed educators for another equally very narcissistic and small minority of peers; these types barely can communicate with one another and very, very seldom can do so with the "average" adult learner. Nevertheless, they tend to show marvelous work relationships with computer terminals, databases, satellite dishes and other high-tech paraphernalia.

On Gangese, Ghettoese or Gullagese

Too often I have made copies of papers written by some of our most regarded critical theory scholars in adult education in order to share those articles with some of my colleagues in Chicago to find out that very many of my peers can not make much sense out of those papers. These uncritical experiences on my part have always been difficult for me to take. The more substance a critical theory developer has to contribute, the less esoteric she or he tends to be; the less she or he has to share, the more elaborated, pompous, fatuous and pretentious his or her discourse tends to be, usually fraught with a quote at every paragraph or sentence from a "big" name in the research community. By-products of academic subcultures, these types write not only papers but also entire books in their efforts to communicate with two or three "respected" authors or big names in the field. Despite their claims to the contrary, that is the only dialogue that they care to develop with their patron saints or icons. If these so-called professors had access to a mirror and could see themselves, many of them would quickly realize the need they have to broaden their horizons, to come out of the university campuses, to learn to deal with as many as possible of the subcultures characterizing our neighborhoods in particular and society in general and, of course, to educate themselves in order for them to be of any use with the hoi polloi. If they are of no service for the most disadvantaged populations of our society, who are they trying to serve? What is so critical about helping those who actually do not need any help? Evidently, if these critical theorists operating in some sort of continuing adult education environment are to remain mesmerized by mainstream academia and its enticements, they should keep themselves as much as possible cut out, segregated from the "real" world where a great deal of struggle, suffering, discomfort and pain goes on continuously. Rather, they can remain in the sanitized library rooms or in their safe and well-protected department offices staring at the computer screen, climaxing every time they dig through a "hot" file, "talking" to or at their alikes elsewhere in the world while birthing, rearing and nursing their critical adult education theses, thoughts and theories.

The Outlook

In the cold war days, the industrial military complex was the major consumer of adult education, training or taming services. Knowingly or unknowingly, critically or uncritically, directly or indirectly, the overwhelming majority of the adult educators of the time was working for or tied down to that state of things. Countless educators of adults stitched their very circumstantial, half-cooked and at times even elaborated analyses or theories together in order to print them out for their peers to see and, eventually, to read as well. With the tumbling of the Berlin Wall in 1989 added to the muscular dystrophy and virtual collapse of the big bad Red Bear in the East after successive shots of perestroika a year or so later, the so-called industrial democracies and their educators of adults in the West had to identify new issues, ghosts and enemies against which to work. The more "professional" the educators of adults were, the less they chose to enmesh with structural, radical or political problems. Instead, they choose to tackle the symptoms of those problems, which is quite an effective way to be "neutral and apolitical". Acrobatic fence sitters that they are, they seldom take sides: They are researchers, scholars, scientists and the like, they allege. Whenever they are not tightropewalking or fencesitting, they are fraternizing with their fellow peers, with management or representatives of the academic status quo. In situations where it would be too obscene to fraternize with those types, they tend to remain reticent, elusive or even silent in order not to jeopardize their careers, prospective publications, upcoming fundings, "good" standing and the like. Notwithstanding the alleged criticalness of their adult education theories, they are not about to run the risk of committing career or class suicide. Even the most casual attempt to match their theories, critical or uncritical alike, with their practices will reveal that their rugged or disguised individualism leaves almost no space whatsoever for much sense of class solidarity, ethical sensitivity, moral literacy or social responsibility, precisely the kind of qualities of being adult or adulthood that have brought down throughout the ages so many political apparatuses, social systems, economic structures and so on elsewhere in the world. Nowhere in modern or contemporary times individualism has led to social, political, cultural or economic changes in society. We can worship critical theory, for instance, towards community or social change as much as we want, we can preach participatory research and other modes of collective or group work that we can think of but the reality is that not much is going to change around us in our society unless we start changing ourselves as educators of adults and, for a change, we can begin by actually doing in our everyday life both (a) what we claim we believe and (b) what we have been preaching to others in the field. Once our theories start feeding our practices and vice-versa, we will be on the road to a better future not only for a few individuals but essentially for the entire society. From this adult education practitioner's vantage point, such a step is a rather critical one still to occur in the adult education community.

PRACTITIONER INQUIRY AS ADULT LITERACY STAFF DEVELOPMENT

Cassie Drennon
University of Georgia

Recently, the Commonwealth of Virginia designed and began supporting a statewide staff development system for adult literacy which placed practitioner inquiry as the central activity. In this panel presentation, three aspects of the work were explored: 1) the activities and stance toward practice which distinguish practitioner inquiry from more traditional staff development approaches, 2) areas where tension has been experienced between the theory and philosophy of practitioner inquiry and what actually occurs during implementation, and 3) the apparent potential of practitioner inquiry as an approach toward research and staff development in adult literacy education.

Conceptually, practitioner inquiry is an umbrella under which one finds a range of activities. These include study groups, action research, collaborative research and writing, professional exchanges, and case study in addition to participation in traditional workshops and conferences. The inquiry process begins with teachers examining their practice through reflection, writing and conversation within educational communities comprised of colleagues, as well as learners and administrators. As intriguing issues emerge they are framed as questions for further research. The stance one takes toward practice in an inquiry-based model is a critical one -- looking not just at "how" to do something better so much as at the attitudes, assumptions and beliefs that underlie teaching and learning. The knowledge base in an inquiry-centered staff development system is considered problematic rather than known. As a staff development approach, it challenges the notion that universities possess the primary power and responsibility for generating knowledge. The inquiry process provides a means for communities of practitioners to explore and negotiate meaning with students, colleagues and university researchers rather than be mere receivers of knowledge from "outside".

Establishing a statewide inquiry-centered staff development system poses numerous challenges. Years of traditional schooling, expert-directed teacher preparation programs, and power relations encountered within the field of adult literacy education often stand in the way of teachers adopting a critical stance toward practice and inhibit these same individuals from challenging the institutional constraints in which they work. A closer look needs to be taken at what is meant by "critical perspective" and the ways critical perspective might be engendered as well as ethical issues associated with this as a staff development agenda. Further, a statewide inquiry-centered staff development system generates, through teacher research, an *enormous* amount of data about adult literacy and instruction. Systematizing the approach implies a commitment on the part of program administrators and policy makers to respond to knowledge generated by practitioners -- to make program alterations based on compelling "new" information. Those at all levels of the adult education system must be willing and able to accommodate change. Institutions may ostensibly value knowledge generated by teachers, yet in reality they are still reluctant to be fundamentally transformed.

Aside from these and other concerns surrounding inquiry-centered staff development, our early experience suggests that practitioners and programs achieve positive outcomes from the approach. For instance, teacher talk becomes different. When asked about inquiry-based staff development experiences, teachers often talk about shifts in their thinking and alterations of their classroom practice. Rather than focusing on how well a workshop presenter fared, teachers are often able to speak of actual changes that occurred with learners as a result of practice. They become more articulate about what they believe and why. Additionally, practitioners access a far greater variety of resources in an inquiry-centered model of staff development. They tend to increase their professional reading, speak with colleagues more intently and in new ways, and engage students more directly in problem posing and solution-seeking activities. Practitioner inquiry shapes staff development as an ongoing activity. When practitioners write and engage in dialogue about their theories and practice as part of the staff development process, they can enter into the conversations of the field in which their voices historically have been absent.

Practitioner inquiry does not fit neatly into the critical theorist's framework. Furthermore, *institutionalized* inquiry might easily be viewed as antithetical to critical theory when one considers that the process may thrive only due to the goodwill of those in power. Nevertheless, critical theory may provide a lens through which the application of practitioner inquiry to the adult literacy setting may be viewed.

HUMAN RESOURCE DEVELOPMENT SPECIAL INTEREST GROUP OVERVIEW

What Should We Do With the HRD SIG and Its Membership?

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These roundtable sessions were placed on the programs of the two conferences because there has been questioning, concern and speculation as to the future of and need for a SIG that focuses on Human Resource Development. At the graduate level in many programs, HRD represents the majority of students, yet within the AAACE and the CPAE, there has been little activity from the SIG. Some people attribute this to the decreasing number of graduate students who attend the conferences; others feel it is because HRD practitioners have their conferencing needs better met at other associations' gatherings. Therefore, it was the intent of these sessions to determine whether there was a need for an HRD SIG; if so, what should be the function of the SIG, and what might be its agenda to attract participants?

The approach used for the AAACE roundtable sessions and the CPAE HRD SIG was what Harrison Owen refers to as open space technology (Oldenburg, 1992). Owen uses this term to describe a largely leaderless and formless meeting, a kind of brainstorming version of the classic "Stone Soup" story. In these sessions the panel's minimal guidance is like the rock in a pot of boiling water; everyone else contributes their ideas to the soup, and in the end the group is well fed.

Basically the procedures were simple. The guidelines for the conversations included a shared leadership in the groups, everyone was encouraged to talk, everyone's comments were valued, participants were free to come and go and attend as many conversations as they desired, and discussion was encouraged to go on beyond the sessions. This open-space concept works well for the silent majority. For this reason this approach seemed appropriate to find out what we should do with the HRD SIG.

During the three AAACE sessions twenty-three (23) individuals participated in the groups. Several of them came to more than one session. These individuals represented a range of adult educators including teachers/faculty, administrators, trainers, counselors and students. They represented a variety of adult education including higher education, training and development, the military, cooperative extension, research and development and public schools. Each of the sessions took on a different personality, where in one the focus was on defining the HRD field; another keyed on operationalizing what we could do to support the HRD field, and the third centered on how to get HRD'ers involved in our activities. The following is a running list of the topics discussed:

1. Existing HRD groups:
   A. The Academy
   B. ASTD
   C. HRD Research Conference
   D. Us
2. Definition - Is HRD or Adult Ed. the umbrella?
3. HRD or Workforce Learning - How do people learn on the job?
4. Should we be promoting HRD as an answer? Can they assist in the change effort?
5. Should we have the discussion on an academic level or practitioner level?
6. We need more conversations about what are people doing (in the CPAE or AAACE).
7. Nonprofits - interest from people doing HRD there.
8. Look at reorientation into the workforce (job loss, plant closure, down-sizing issues)
9. Need to provide skills for HRD professionals to deal with internal change and external changes
10. How do we market HRD? Internally within organizations and externally to get people to attend our AAACE Sessions?
11. Need to train people to be action oriented [hard problem solving] (but keep the soft side)
12. Natural link with unit on aging (aging of the workforce)
13. Need to merge theory and practice and have it applied to academics and work on changing perspectives that are emerging from the HRD field itself
14. Need to collaborate and cultivate partners (universities; and within AAACE itself)
15. Why don't colleagues come to this SIG instead of going to the HRD ACADEMY?
   A. Professors talking to each other there
   B. Here we are more or less practitioner oriented.
16. Could we partner with another SIG to create joint HRD presentations?
17. What is the relationship between HRD and Adult Education?
18. What exactly is HRD? Training? Development? OD? Systemic Change?
19. Old-time adult educators don't feel that HRD is truly "adult education". Are we? What is the nature of the HRD emphasis?
20. Could we have an HRD Symposium like the McCluskey Symposium?
21. How to get the professorate closer allied to the field of HRD; less academic and more practical
22. Get more international HRD involvement; cross-cultural and globalization concepts

23. We need a FORUM for discussion including Internet, pre-conference materials, one hour of overview of material; rest of time in discussion.
24. Need to get over the just-show-up mentality. Need to be prepared ahead of time.
25. Tentative Model:
    A. Get list of HRD people and invite them into an electronic issue-oriented brainstorming.
    B. Try to get them on-line and discuss issues.
    C. Get people at SIG meeting next year to share issues and ideas.
    D. They are listed and a topic chosen that they will lead the next day.
    E. At end of roundtable, use self-directed inquiry process of things they would like to consider and then let them relate to each other across Internet: each group of graduate students talking with each other across the nation.
26. Potential graphics to explain the relationships between Adult Ed., OD and HRD.

In conclusion, the roundtable and the CPAE session brought out overwhelming support for the existence of an HRD SIG. Several of the above issues were elaborated upon during the CPAE sessions to the point that many in attendance felt that the HRD SIG might be able to revolutionize the manner by which conferences (or mini-conferences) could be presented. Participants felt that we needed to break out of the "just-show-up" mentality to one where there is interaction (perhaps even needs analysis) performed prior to and during the conference to tailor the sessions to the needs of the attendees.

E-mail was suggested as a vehicle to connect participants prior to the conference in order to establish needs and prepare attendees with topical information so that they would come to the sessions informed. Presenters could distribute their papers through e-mail, and the attendees would then gather to discuss and elaborate on the papers.

E-mail, electronic and conventional newsletters and teleconferencing were suggested as a means for HRD SIG members to communicate regularly. ADNET, ADVOCNET and possibly a new source housed in the AAACE office could facilitate these communications and needs assessments prior to the conferences.

In short, support was there for maintaining the HRD SIG, and many suggestions and much enthusiasm for expanding the HRD activities.

INSTRUCTIONAL IMPROVEMENT SPECIAL INTEREST GROUP OVERVIEW

Bart Beaudin, **Co-Chair**
Colorado State University

Susan B. Slusarski, **Co-Chair**
Syracuse University

The Instructional Improvement Special Interest Group offered two concurrent sessions and held a Business Meeting at the 1994 Commission of Professors of Adult Education Annual Meeting in Nashville.

FIRST SESSION: INSTRUMENTS USED IN THE GRADUATE ADULT EDUCATION CLASSROOM

This two-hour session focused on tools that we use in instructional settings. The program objectives for the session were: (a) to make available resources (instruments and inventories) to facilitate learning in adult education graduate classes, (b) to share the development and administration of these instruments and inventories, (c) to open dialogue among members of CPAE on the effective use of instruments and inventories in a graduate classroom setting, and (d) to improve practice in the use of instruments in adult education graduate classes. In addition, we hoped participants would evaluate the use of the instruments in their own particular instructional situation.

Three people presented instruments or inventories they had developed and used in their adult education classrooms:

- **Michael Galbraith**, Florida Atlantic University, **"The Aging, Learning and Work Quiz"**
- **John Henschke,** University of Missouri, **"Instructional Perspective Inventory (IPI)"**
- **Lorraine Zinn,** Lifelong Learning Options, **"The Philosophy of Adult Education Inventory."**

Each presenter gave a brief history of the development of the instrument and discussed the procedures for administering the instrument. A paper summarizing this information and a copy of their instrument were distributed to the audience. The presenters were clear on the limitations of their instruments or inventories. Following each presentation, the presenters answered questions from the audience. Between each presentation, there was a short break and open discussion about the instruments.

As a result of the session, we were made aware of various rationales for designing an instrument or inventory -- disagreement with the accepted model, analysis of a need for such an inventory, and a belief based on personal experience. We were also made aware of the decision-making that goes into designing an instrument -- questions such as *What is my intent? What are the advantages to using a forced choice format? How will I group the questions?* -- need to be answered. Finally, we realized in using these and other instruments and inventories with students, the results were not "the end." Instead, the instruments might serve as a starting point for discussion and help students examine and reflect on their own assumptions, beliefs, and values.

SECOND SESSION: SUGGESTIONS AND STRATEGIES WHEN USING LEARNING GROUPS IN THE GRADUATE CLASSROOM

The main focus of this one-hour session was the method of using small groups for instruction. The program objectives for the session were (a) to improve the use of small group learning in adult education graduate classes, (b) to offer the opportunity for learning through an experiential activity, (c) to promote the sharing of expertise on using small groups for learning, and (d) to provide a forum for dialogue on practice.

Presenters **Jim McElhinney** and **Peter Murk**, Ball State University, provided an experiential activity to demonstrate the use of small groups. The large group was divided into smaller groups of three. In each group, a leader and a recorder were selected. Peter and Jim presented on an overhead the group task which was to list three criteria for effective groups. Then, the groups reviewed one of two case studies (provided as handouts) to see if these criteria were met and to add more criteria to their lists as they read and discussed the case studies.

Jim and Peter processed the activity on two levels: the content -- *What makes an effective group?* -- and the process -- *How did the experience work in the different groups?* Both presenters modeled effective skills as Peter recorded group responses to questions and Jim facilitated the discussion. The discussion brought forth important considerations in using groups for instruction -- the natural evolution of a "pecking order" in groups, the emergence of a leader -- not necessarily the designated leader, the importance of agreement on how the group will function (roles and responsibilities of group members), the significance of being clear with the task, the value of a good facilitator within a group, the "hidden assumptions" that may influence group member's contributions. Moreover, the point was made that some people "just don't like working in groups."

The paper on working in groups Jim and Peter prepared (see Proceedings) as well as the two case studies provided the participants with follow-up to the experiential activity.

BUSINESS MEETING

The Instructional Improvement Special Interest Group (SIG) conducted its Business Meeting following the second concurrent session at the CPAE Annual Meeting in Nashville. Those attending the meeting -- Bart Beaudin (Co-Chair), Jim McElhinney, Peter Murk, Bob Nolan, Rae Rohfeld, Sue Slusarski (Co-Chair), Jim Walter, Carol Weaver, Donna Whitson -- introduced themselves and stated their interests in instructional improvement.

The members discussed the "mission" or purposes of the Instructional Improvement SIG:

To support the purposes of CPAE related to instruction, namely to --

- identify and disseminate resources;
- strengthen and support academic excellence;
- provide opportunities for professional development;
- provide a forum for dialogue on practice.

The focus of the discussion was the role of the Instructional Improvement SIG to influence "good practice" within the Commission of Professors of Adult Education and to serve as a resource for good practice for the other Commissions in AAACE. We need to broaden our influence and propose sessions that model good practice. As a result of the discussion, the group agreed to add one more purpose for the Instructional Improvement SIG: • *model good practice.*

Old Business included a Report of Conference Sessions and the Status of the Lesson Plan Publication. The evaluations from both sessions were positive and would be shared with the presenters. There are about 30 lesson plans, but we need a plan for "the next step."

New Business included the selection of Co-Chairs to plan the conference sessions for next year. Bart Beaudin and Sue Slusarski agreed to continue as Co-Chairs; Carol Weaver (Seattle University, Seattle, WA) and Jim Walter (Southwestern Baptist Theological Seminary, Fort Worth, TX) offered to assist in planning the sessions. The suggestions made on the Evaluation Forms from the concurrent sessions and at the Business Meeting will be mailed to the Instructional Improvement SIG members for input in the decision-making. Their feedback will be considered by the Planning Committee for the 1995 Instructional Improvement SIG sessions.

The meeting was adjourned with plans for a follow-up mailing to the membership.

First Session: Instruments Used in the Graduate Adult Education Classroom

THE AGING, LEARNING AND WORK QUIZ

Michael W. Galbraith
Florida Atlantic University

"The Aging, Learning and Work Quiz" (ALWQ) is a 40-item, true-false, self-assessment inventory. The ALWQ presents information about learning and work behavior changes related to the aging process. Galbraith and Venable (1985) state "Aging is not something that occurs at a place in time and transforms a young person into an old person. Aging happens throughout life and from no later than the early twenties includes both growth and deterioration of the human faculties. Aging is a continuum upon which there is no absolute of young and old, only relative positions" (p. 145). This quiz is not based on a stereotyped and static model of old age, but rather it is directed at the process of aging and the dynamic behavioral changes that parallel this process.

This quiz was developed using a four-stage process. Stage one consisted of reviewing the research literature that focused on the continuum of aging and its relationship to learning and work performance behavioral changes. More than 200 empirically based research studies were evaluated and categorized according to their major theme. Stage two consisted of reviewing all the random categories and combining them into six logical categories. The six categories that emerged were labeled biology, psychology, learning, decision-making, work performance, and health. Stage three consisted of item selection for the identified categories. An item was incorporated into a category if it met two criteria: first, the research study had to be empirically based, and second, it had to have consistency of findings in relationship to other studies evaluated. A total of 40 items were identified and incorporated into the six categories. Stage four was to determine the validity and reliability of the ALWQ. A national panel of adult education, gerontology, and human resource development experts (n = 100) determined content validity. Their evaluation of the instrument suggested that the quiz measured what it was designed to measure. Reliability was determined through a nonrandom sample of 52 graduate students who were enrolled in graduate level adult and vocational education, gerontology, and human resource management courses. A KAPPA coefficient was calculated on the inventory results in which an index of 0.88 was yielded. When this index was corrected for chance, the corrected index was 0.69. This index suggests that the degree of reliability is acceptable for this true and false inventory. A complete description of "The Aging, Learning and Work Quiz" can be found in Galbraith (1990).

The quiz can be used for several purposes. In graduate courses, it could be used to stimulate group discussion about aging, learning and work performance. Misconceptions can be discussed and clarified on the basis of fact, not myth. Another is to utilize the quiz as a means of conducting research which measures the most frequent misconceptions about the learning and work performance changes that result from aging. Research could be conducted with many diverse groups such as nurses, social workers, university and college faculty, religious personnel, HR managers, and so forth. Because our graduate student population is comprised of numerous training and development specialists, supervisors, and managers as well as others who work with aging employees, it may be a useful tool to help clarify beliefs and misconceptions concerning both older workers and the policies affecting them.

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DEVELOPMENT AND USE OF THE INSTRUCTIONAL PERSPECTIVES INVENTORY IN GRADUATE ADULT EDUCATION

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The idea for this instrument originated from the observation that although the literature of adult education provides a broad spectrum of characteristics necessary for adult educators to practice in this emerging field, an assessment instrument was needed which emphasizes the teacher's philosophical beliefs as well as personal and contextual identification, actions and competencies for guiding her/his conduct of a graduate class.

History

In 1986, editor Chester Klevins requested topics to be included as chapters in the fourth edition of his book Materials and Methods in Adult and Continuing Education. This author suggested some, and the one selected was entitled: "Training Teachers of Adults." He realized that the length restriction would be six pages. Having read previous editions of the book he also knew this needed to be oriented toward practitioners.

In developing the chapter, he acknowledged: A popular belief which suggests that subject matter competence has been considered as automatic and sufficient qualification for teachers of adults; adult teaching experience or formal preparation for teaching the adult learner are not required for obtaining an adult education position in most institutions; and, some persons are naturally talented in teaching adults even without any training. Nevertheless, for most who are nonexperienced in teaching adults, it was assumed that a systematic training program could help them greatly in their responsibility.

As he reflected on his own practice in more than two decades as an adult educator, the author formulated the question: "What ingredients are important and necessary in preparation for teaching adults or helping adults learn?" Five important building blocks emerged out of his practice in answer to that question: (1) beliefs and notions about adult learners; (2) perceptions concerning qualities of effective teachers; (3) phases and sequences of the learning process -- i.e. what theory or theories are held about how adult learning takes place?; (4) teaching tips and learning techniques which will be used in the learning experience; and (5) how will the prepared educational plan be implemented? i.e. How is it made to get up and become alive?

Later in 1987 a referred paper was presented by the author to the Midwest Research-to-Practice Conference in Adult and Continuing Education based on those five building blocks. The paper posed the idea that a research agenda for preparing teachers of adults needed to emerge from practice rather than practice emerging from a research agenda which was generated and tested from a scholar's theorizing pursuit. Much healthy and heated debate enlivened that presentation.

Several weeks after that presentation the author received a phone call from a participant who attended the session, asking if he would make a proposal to research and conduct a staff development program with adult learning specialists in a community college system in a large Midwestern metropolitan center. As part of the proposal the fifty-item Instructional Perspectives Inventory (IPI) was developed. It was based on the idea of having ten questions for each of the five building blocks identified as important for "Training Teachers of Adults."

Factor Analysis and Revision

As the questions were formulated, the author began to see that the five categories were not mutually exclusive. Nevertheless, the instrument was developed and used in the staff development program with four hundred and ten instructors in Adult Basic Education, General Educational Development, and English as a Second Language. A factor analysis was completed on the results and is reflected as follows in Figure 1.

Figure 1

Factors	Mean	Standard Deviation
1. Teacher empathy with learners	3.79	0.29
2. Teacher trust of learners	3.53	0.46
3. Planning and delivery of instruction	3.50	0.39
4. Accommodating learner uniqueness	3.28	0.24
5. Teacher insensitivity toward learners	2.86	0.58
6. Learner-centered learning processes (experience-based learning techniques)	2.75	0.51
7. Teacher-centered learning processes	1.89	0.53

The highest scoring item for each factor was positively correlated with the factor with the exception of factor number two, "Teacher Trust of Learners." In fact, of the three items clustered in this factor, two were negatively correlated and one positively. Thus, to strengthen the instrument for subsequent uses the negative items were dropped. Twelve new questions were developed of which ten survived in a subsequent factor analysis. Other items were dropped from the instrument because they did not correlate with any factor. New items were also added to other factors to strengthen the instrument.

The revised inventory was used with two hundred ten faculty members from a variety of subject matter areas who teach in daytime programs in another large metropolitan community college.

In the new factor analysis (Figure 2), some factors remained the same as before. Some items were ultimately dropped, because they did not relate to any factor. Forty-five questions remain.

Figure 2

Factors	Mean	Standard Deviation
1. Sensitivity to learner differences	3.82	0.46
2. Teacher trust of learners	3.45	0.66
3. Teacher-centered learning process	3.10	0.79
4. Experience-based learning techniques	2.70	0.82
5. Teacher insensitivity toward learners	2.42	0.68

Both lists find the highest two factors as teacher empathy/sensitivity toward learners, and teacher trust of learners. These are considered significant since this author deems it important for theory and practice to be congruent in graduate adult education. This point of view is not universally espoused in the adult education field. However, if one considers it crucial, then this empathy/sensitivity and trust must (within the teacher's capabilities) be exemplified in every aspect of her/his continuous interaction with students/participants.

Additional Uses of the Inventory

In addition to the foregoing description, this author has used the instrument in four major ways: (1) as a heuristic device to generate interaction and inventive ideas for adult education practice and theory; (2) as a learning diagnostic instrument for adult teachers in preparation to compare themselves with others and to assess as well as plan for meeting their professional development educational needs; (3) as one learning tool to be used in conjunction with others during a full semester course or full degree program; and (4) throughout all of his practice allow the ideas to permeate his feelings, beliefs and behavior.

Since theory and practice congruence is considered crucial and important, it must allow for disagreement on the part of the students. This has played itself out in a variety of ways. One student, even knowing that individual learning contract portfolios are expected as the means for substantiating course work accomplished, vowed she would not do one, and didn't. Another student chose to do her individual part of the course work in a way other than a learning contract and did a remarkable piece of work. Still another confronted the author one day in class saying that his ideas may be all right to play with in the graduate classroom, but they surely were not workable in her real world. The argument and discussion involved a lively and productive time in the class session.

These ideas were really asking and challenging the author/professor that in accordance with some items on the inventory: he respect the dignity and integrity of those learners; he engage those learners in clarifying their own aspirations; he praise those learner's ability to learn what is needed; he hear what those learners indicated as their learning needs; and, he feel those learners needed to be aware of and allow them to communicate their thoughts and feelings.

He has used the inventory in more settings besides his graduate courses at the University of Missouri-St. Louis. They include: a Graduate Adult Education course for University of Missouri Extension faculty; a Graduate Adult Education course for Kansas State University Extension faculty; an advanced methods and techniques Adult Education Graduate course at Kansas State University through a Telenet hook-up of sixty-five participants at twenty-two locations; a methods and techniques Teaching Adults Graduate Course for Brazilian adult educators at the Federal University, Belem, Para, Brazil; a Missouri state certification course for adult basic educators; an inservice education course on adult education methods and techniques for University Extension faculty in two geographical areas of Missouri; and a Missouri State Instructor Certification Program for Emergency Medical Technologists who wish to be approved as instructors for emergency medical technology.

Outgrowth

At the time of this writing there are three doctoral dissertations at various stages of development which spring from this Instructional Perspectives Inventory. One is a study on instructor competency within a state social service agency. Another is on the influence of trust upon learning in a professional setting including health care, and the development of an instrument to measure trust in learning settings. A third study is to develop an adapted version of the inventory from the student/participant point of view, thus enabling learners to give feedback to instructors. This would be developed in a health care setting.

Additionally, a University Extension faculty member who works with youth and youth workers has requested to collaborate with the author in using this for helping to upgrade the youth workers competencies as instructors.

Sequence for Administering

Three major questions this author always asks and answers for himself whenever he chooses to use this inventory for educational purposes:

1. How does my selection of and how I will use this inventory in this setting fit in with my understanding of the way people learn or change (learning theory)?

2. What position does this inventory and its use hold in the context of learning objectives toward which I am working in this educational experience (learning design)?

3. What immediate and observable learning needs does this inventory and its use meet at this time with these participants (specific relevance)?

When these questions have been personally as well as satisfactorily addressed, a copy of the inventory, answer key and comparison data are provided to each participant.

In some instances the learning objectives and process steps of using the inventory and the outcomes desired, as well as the debriefing sequence questions, are shared at the beginning. Other times these are shared as the time for each step arrives.

Little more explanation is given than the instructions at the top of the first page. Any questions for clarification are asked for and responded to.

The inventory takes ten to fifteen minutes to administer, depending upon the speed of each learner to read and understand all the questions. Those who finish early usually take the opportunity to talk with their neighbor. This never seemed troublesome to this author. After all, self-direction does also assume responsibility for learner-controlled learning.

The self-scoring key is on the form and is quite simple with A = 1, B = 2, C = 3, D = 4, and each item lined with its appropriate factor loading. Discussion regarding the scores is open. Questions raised may be "what does this experience mean to you?" or, "how do you see the comparison of your scores and the original group of adult educators?" or "what items on your completed form do you wish to or feel a need to change, and how will you go about it?" These questions are used to reflect on the extrapolate meaning from the concrete experience. Responses are meant to also generate interaction.

Scores are sometimes recorded on a matrix chart during the class in addition to being averaged. The class average is also compared with the original group who tested the instrument. This is also discussed in an open forum.

Debriefing is accomplished by talking about whether or not the objectives were met, what went well, what could have been improved, and how one might use it in another setting.

The best grouping to use this with would be a graduate course that focuses on methods and techniques for teaching adults. However, it also can be very beneficial when used with other courses: foundations, curriculum, evaluation, comparative, international, program planning, the adult learner, or trends and issues.

Do's and Don'ts

Do know the educational purpose for which you are using it; then, plan the steps and "stay the course" you have determined.
Don't expect this instrument to be the answer for everything; it is only one learning tool, and there are others available to use.
Don't use this as a recipe book.

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THE *PHILOSOPHY OF ADULT EDUCATION INVENTORY*© (Zinn, 1983)

NOTES ON HISTORICAL DEVELOPMENT AND ADMINISTRATION/SCORING/INTERPRETATION

Lorraine M. Zinn
Lifelong Learning Options, Boulder, CO

Historical Development

The "brainstorm" that led to the development of the *Philosophy Of Adult Education Inventory* © occurred in 1969. With the influx of Federal funds for Adult Basic Education came the question of how to best teach basic literacy and English as a Second Language to adults. Instructional materials were not readily available; curriculum was often developed on the spot by individual teachers. Children's books were quickly modified -- by teachers and publishers -- to respond to the educational needs (and available funds).

As an ABE/ESL teacher (with an academic background in Spanish and French, and yet lacking formal teacher education), I wondered how to choose (and/or develop) effective teaching materials and techniques. Several years after the initial "brainstorm," I began to study the question in greater depth, while enrolled in a doctoral program in Adult Education at Florida State University.

The "short answer" to my original question was that each adult educator's personal philosophical orientation seemed to provide a strong basis for making decisions and taking actions in the practice of adult education. Initially, I found quite a bit of information (published mostly between the 1920's and early 1970's) on adult education philosophy in a broad sense; but I found only one reference (a monograph written by Gerald Apps in 1973) that recommended that adult educators identify a personal philosophy (or, as Apps suggested, a "working philosophy"). As is true for so many adult learners, "real life" interrupted, extended and -- eventually -- enriched my learning. While my dissertation was sitting on the back burner, John Elias & Sharan Merriam collaborated on a book (Philosophical Foundations of Adult Education, 1980, Krieger), in which they identified six different philosophies of adult education. I chose five of those as the main categories for the *Philosophy Of Adult Education Inventory* ©.

Instrument Validation

The *PAEI* © was validated by both quantitative and qualitative measures. Initial drafts were field-tested by 78 individuals over a period of 10 months. After revision, the instrument was tested for content and construct validity, internal consistency, and stability. Content validity was established by a jury of six (6) nationally recognized adult education leaders; construct validity was determined through factor analysis. Data for factor analysis and reliability testing were obtained from 86 individuals in six (6) states and Washington, D.C. Internal consistency and test-retest stability were analyzed using Pearson correlations for individual response options and overall scales.

The *Inventory* was judged to have a fairly high degree of validity, based on jury mean scores of >.50 (on a 7-point scale) for 93% of the response options, and communality coefficients of > .50 for 87% of the options. Reliability coefficients of > .40 for 87% of the response options, and alpha coefficients ranging from .75 to .86 for the five scales were considered measures of moderate to high reliability. Test-retest data were judged unreliable due to a small sample size; however, retest data did show a tendency toward moderate to high reliability (r of .48 to .83) for the five scales.

Inventory Format

The *Philosophy Of Adult Education Inventory* © (Zinn, 1983) consists of 15 items, each beginning with an incomplete sentence, followed by five (5) different options that might complete the sentence. The instrument is currently printed in two-column format on double-sided 8.5" x 11" pages, and includes a cover sheet, a foreword (August, 1994), instructions for administration and scoring, 10 pages comprising the inventory questions and scoring matrix, two (2) pages of interpretative guidelines, and a reference page "for further information."

Administration, Scoring and Interpretation

The *PAEI* © is designed to be self-administered, self-scored and (to a limited extent) self-interpreted. The 15 stem questions yield a total of 75 individual ratings on a 7-point Likert scale. These ratings are transferred to a scoring matrix, then combined to yield five (5) different "scores" (ranging from 15 to 105) that reflect the respondent's philosophical orientation(s). The five (5) "scales" are *L (LIBERAL [ARTS]), B (BEHAVIORIST), P (PROGRESSIVE), H (HUMANISTIC)* and *R (RADICAL)*. Brief interpretation guidelines are followed by a detailed five-column matrix highlighting each of the five philosophies according to its characteristic purpose(s), beliefs about learners, teacher role, key words and concepts, teaching methods and "people and practices" (as a guide for further learning).

The *Inventory* is also easily adapted to group administration (for graduate courses, teacher inservice, etc.) by removing the interpretation page ("Five Philosophies of Adult Education") before distribution, then reintroducing it after all respondents have completed and scored the instrument. Usually, the group facilitator offers only a brief introduction to the relevance of adult education philosophy (without "naming" the philosophies, so as not to bias the respondent); then follows the inventory administration with more extensive interpretation and discussion.

Copyright

The *Philosophy Of Adult Education Inventory* © was copyrighted in 1983. To date, it has been reprinted (still under copyright) in only one publication: Adult Learning Methods (M. Galbraith, ed.; revised, 1991; Krieger Publishing).

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Lorraine M. Zinn, Ph.D. >>> <<< Lifelong Learning Options

Dear CPAE Colleagues: November 1, 1994

I am writing to update you on recent (and future) developments regarding the *Philosophy of Adult Education Inventory*(c), which has been widely used throughout the United States and other selected countries since its release in 1983.

On the back of this letter (for ecological conservation), I have provided some highlights of the use and further development of the *PAEI*(c) during the past decade. I am pleased that so many adult educators have found this to be a useful tool for research, graduate education and teacher inservice.

Included with this letter is a sample of the current "authorized" version of the *PAEI*(c), reprinted August, 1994 with foreword, additional interpretation guidelines and recommended readings. After more than 10 years of allowing the *PAEI*(c) to be reproduced and used freely, I have recently begun to charge a nominal fee ($2.00 per instrument) for its reproduction and usage. (This is due, in part, to the fact that I am self-employed as an independent consultant, with no institutional underwriting or compensation for research and development activities.)

In response to ongoing developments in the field of (adult) education, as well as numerous requests from researchers and practitioners, I am pleased to announce that I have recently embarked on two major projects regarding the *PAEI*(c):

- A modification for K-12 educators (*Philosophy of Education Inventory, K-12*), which has already been field-tested by almost 800 educators since June, 1993; and
- A revision of the original *PAEI*(c) (*1983*), scheduled for release in late Spring, 1995. (The proposed revision will incorporate key information from a 1995 update of *Philosophical Foundations of Adult Education*, by J. Elias & S. Merriam, Krieger Publishing Co.).

I am asking for your assistance in the following ways:

- Honoring the copyright on the original *PAEI* by requesting permission to use it in graduate courses and for other suitable purposes, and paying a minimal fee for such usage; and
- Encouraging your graduate students (as well as adult education practitioners) to participate in the field-testing of the revised *PAEI* during the Fall of 1994 and Spring of 1995. (The only costs to field-test participants will be photocopying the instrument and mailing scores and field-test questionnaires back to me for analysis.

Thank you for your ongoing support of this important work!

Sincerely, Lorraine M Zinn

4757 W. Moorhead Circle Boulder, CO 80303 (303) 499-0864

UPDATE ON RECENT RESEARCH, PUBLICATIONS AND USES OF THE PHILOSOPHY OF ADULT EDUCATION INVENTORY$^{(c)}$ (Zinn, 1983)

[NOTE: Since the PAEI$^{(c)}$ has apparently been reproduced and used in many instances without my knowledge or permission, this list is only a partial representation of the extent of its usage.]

ASSESSMENT/LEARNING TOOL FOR GRADUATE STUDENTS IN ADULT EDUCATION:

> It is my understanding that the *PAEI*$^{(c)}$ continues to be used as an assessment and learning tool in several graduate programs in Adult Education throughout the United States (North America).

DOCTORAL DISSERTATIONS, MASTERS' THESES:

> The PAEI$^{(c)}$ has been used as the primary data-gathering instrument for more than half a dozen dissertations and theses, surveying diverse groups of adult educators, including community college instructors, continuing educators, occupational therapy educators, religious educators, business trainers, county extension agents, and zoo education directors.

JOURNAL ARTICLES (PUBLISHED RESEARCH), INCLUDING:

> McKenzie, L. (1985). Philosophical orientations of adult educators. *Lifelong Learning: An Omnibus of Practice and Research, 9*(1).

> Rachal, J. R., DeCoux, V., Leonard, R., & Pierce, W. L. (1993). Philosophy and adult educators: An inquiry into the philosophy -practice link using the PALS, EOQ, and PAEI. *Educational Research Quarterly, 17*(2), 11-28.

BOOK CHAPTER:

> Zinn, L. M. (1991, reprinted with corrections). Understanding your philosophical orientation. In M. Galbraith (Ed.), *Adult learning methods: A guide for effective instruction.* Malabar, FL: Krieger Publishing.

RECENT BOOK CITATIONS:

> Brockett, R. G. (Ed.). (1988). *Ethical issues in adult education.* NY: Teachers College, Columbia University.

> Heimlich, J. E., & Norland, E. (1994). *Developing teaching style in adult education.* San Francisco: Jossey-Bass.

ASSESSMENT TOOL FOR TEACHER INSERVICE:

> Numerous teacher inservices for ABE/ESL instructors, business trainers, community college instructors, health educators, etc.

> Spanish translation used in Costa Rica (Dr. Greg Bowes, U. New Mexico)

> Russian translation (Dr. Gretchen Bersch, University of Alaska)

PHILOSOPHY OF EDUCATION INVENTORY (K-12):

> A modification of the *PAEI*$^{(c)}$ has been field-tested by almost 800 K-12 educators and used in more than 20 teacher inservices since June, 1993.

1994 REPRINT; PROPOSED 1995 REVISION:

> Reprinted August, 1994 with foreword, additional interpretation guidelines and recommended readings (available at a nominal fee)

> Field-testing will begin in the Fall of 1994 on a revision of the original *PAEI*$^{(c)}$ (Zinn, 1983) to be released in late Spring, 1995.

L. M. Zinn, 11/94, Lifelong Learning Options, Boulder, CO

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Second Session: Suggestions and Strategies When Using Learning Groups in the Graduate Classroom

USING SMALL LEARNING GROUPS IN GRADUATE EDUCATION

Jim McElhinney and Peter Murk
Ball State University

Introduction

Elizabeth G. Cohen opens her review of research on small group learning in the Review of Education Research (Spring, 1994) with these statements: "Cooperative (small group) learning has gained increasing acceptance here and abroad as a strategy for producing learning gains, the development of higher order thinking, prosocial behavior, interracial acceptance, and as a way to manage academic heterogeneity in classrooms with a wide range of achievement in basic skills." Theoretically, small groups offer special opportunities for active learning and substantive conversations (Nystrand, 1986) that are essential for authentic achievement." Authentic achievement is a term some are now using to describe the crucial outcomes to be produced by the changes needed in K-12 education.

Small group or cooperative learning is defined by Cohen "as students working together in a group small enough that everyone can (does) participate on a collective task that has been clearly assigned without direct and immediate supervision from the teacher." This definition "is broad in that it encompasses what is called collaborative learning, cooperative learning and group work. It is sociological in its stress on learners cooperatively assuming responsibility for task completion and teacher delegation of authority" (Cohen, p. 3).

Cohen claimed "advantages (of small group learning) can be obtained only under certain conditions." Of course, this limitation is true for all methods of teaching and learning. As are all teaching strategies, the benefits of small group learning differ depending on the competencies and attitudes of the learners, the contexts in which small groups are used, the characteristics of the learning task, and the competencies of the teacher. We see small group learning as part of the extensive "... study of how people behave with and toward others..." (Yin, 1994).

Brief Review of Research

Our search for research on small learning groups produced results common to adult educators who search for existing research on learning. We found only research completed with elementary school children. Usually, the learning content of the research was learning to read or to gain skills in arithmetic. "Productivity", Cohen's term in the research was measured by standardized tests. However, Cohen allowed that "productivity can also be defined in terms of conceptual learning and higher order thinking." While this research with children is encouraging we suspect that conclusions based on the social and intellectual interactions of primary students as they developed arithmetic and reading skills may not be generalized to graduate students in adult education. Graduate students as adult professionals, exchanging judgments, theories and insights, and cooperatively using critical analysis and problem solving are involved in complex social and intellectual processes. These adult processes may be distant from equally important childhood group work related to beginning reading and arithmetic. We will continue to refer to reported findings of research with elementary students because many of the processes used with children suggest important applications with adults. Also, our report on small group learning tasks appropriate for graduate students is buttressed with evidence gathered by "teacher inquiry", the politically correct term for teachers' examined experience. Our recommendations may not be appropriate to adult learning when the adults are not graduate students and are learning in other contexts and for other purposes.

Context of Our Report

Before we examine small group learning further, we want to make some background statements that may seem obvious. We assume among other things that adult education at the graduate level is professional education. For us, a major purpose of graduate education is to prepare learners to meet, more successfully, the challenges they face as professionals, as citizens and as vital individuals. Other purposes of small group learning include enriching and facilitating adult learning in ways that may be accomplished so well, by learners working individually.

Still another purpose of using small groups in graduate adult education includes developing skills needed to work productively as group members. Much of the world's work and many of the responsibilities of citizenship are accomplished through organizations. Many of the challenges we face today are large and complex and, often, are properly and best approached by magnifying our efforts and sharpening our judgments by working skillfully in small groups. Skill as members in effective small learning groups is important. Drucker (1994) states: "... Knowledge workers will give the emerging knowledge society its character, its leadership, its social profile. They may not be the ruling class of the knowledge society, but they are already its leading class" (p. 64).

Appropriate Tasks for Small Group Work

Existing research and our experiences reinforce the concept that, for group learning to be successful, the learning tasks must be appropriate. Cohen indicates: "A group task is a task that requires resources (information, knowledge, heuristic problem-solving strategies, materials and skills) that no individual possesses so that no single individual is likely to solve the problem or accomplish the task objectives without at least some input from others" (p. 8). Cohen describes small group tasks as ranging from "those that have a right answer that can be reached in structured ways" to tasks that "do not have one right answer and are ill-structured problems" (p. 8). We (the authors) judge that most graduate education tasks fall in the ill-structured problems category in which interaction is vital to productivity.

Small group learning is most likely to produce important gains in learning when there are multiple effective ways to complete the learning task and where there are multiple useful answers or approaches to the challenges faced. Such tasks usually involve problem solving situations which require efforts at the cognitive level of application or higher, and that demand consideration of moral and ethical decisions in the higher levels of the affective domain. Small group learning for graduate students is less appropriate when the task is accomplished using well-defined procedures and arrives at only one correct answer.

Small groups are appropriate when there are resource and goal interdependence across individuals. Small groups work well with case studies, and can be used to help edit group member's work. Small groups can gain from the analysis of the content of learning resources such as complex reading materials or when the purpose is to strengthen the analysis of their own or others' field work. Members can learn vicariously from the reporting of members' important experiences. Often the process of contributing to a group stimulates original thinking in the contributor. Often our students in ethnographic research gain new insights into the evidence they have gathered as they share, orally, what they have learned.

Examples of Small Group Learning with Graduate Students

Accompanying this paper are descriptions of small group activities we have used. In addition, we will report on a frequently used process here. Both Pete in his course in grant writing and Jim in his courses in program evaluation, personnel evaluation and staff development make repeated use of small groups. The courses combine class instruction and field work. Students complete and submit grant proposals, evaluate programs, evaluate personnel, and implement staff development.

Instruction in these courses begins by building initial backgrounds of theory and principles of practice necessary to get started in the competency being studied, grant writing, for example. As homework, each student completes his or her individual application of the first concept. In grant writing, that might be a draft of a letter of inquiry. Each student returns to the next class meeting ready to explain and edit his or her letter of inquiry with the participation of two or three other class members. Presenting his or her work to others causes the student to see strengths and areas needing strengthening that he or she overlooked previously. Examining other application grant writing principles provides new insights into his or her own applications. Building on the suggestions received and on the insights gained from cooperatively critiquing their own work and the work of others, individuals edit their own work and submit the edited work to the faculty member for further suggestions and final approval. As class members extend their backgrounds of theory and practice they repeat the cycle with the next step in the course. The cycles combine to produce whatever the course intends.

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Skills and Responsibilities Required for Small Group Work

Barnes and Todd (1987) in their research examined the social and cognitive skills and the attitudes required for effective small group work. Also they provided good examples of the social construction of knowledge. Useful competencies included solicitation of judgments, "encouraging explicitness, pinpointing differences, and interrelating viewpoints" (Cohen, p. 5). Chang and Wells (1987) added making thinking explicit and available for inspection and revision (p. 6). Further behaviors include "extensive mutual exchange of ideas and strategies" (p. 4), "managing competition and conflict . . . the ability to modify and use different viewpoints" (p. 5), and "assuming responsibility for the successes of all group members" (p. 8).

Examining our experiences with small group learning, we suggest that the "Ideal Conditions of Discourse" as proposed by Jack Mezirow are highly appropriate for conducting small group learning with graduate students. Mezirow also gives credit to Habermas:

1) accurate and complete information,

2) free from coercion and "nuts" (disruptive people),

3) weigh and assess arguments successfully -- objectively,

4) care about how others think and feel,

5) critically reflective,

6) equal opportunity to challenge and generalize,

7) accept informed rational consensus.

Strengths of Small Group Learning

The immediate obvious strength is that small group learning brings the resources possessed by two or more people to the task. The presence of others can provide each participant with a confidence in numbers, a feeling that if "we face a challenge which I can't or don't approach effectively, then another team member will." Or groups can provide the confidence that, if my thinking is flawed or my information is incomplete, then others will dissuade or inform me.

Small group learning is a process in which there is extensive exchange of ideas. Learners gain when they risk their ideas to the analysis of others and learn as they contribute by offering judgments about the ideas of others. As members hear and check the thinking processes of others, they clarify their own thinking.

- The feeling of shared responsibility, credit or blame, may allow expressions of creativity, even of irresponsibility, that are valuable but, when working alone, might not be considered.

- Learning in small groups provides the valuable opportunity to get to know worthy people as valuable and as important resources through a work setting which differs in important ways from a social setting. Individuals tend to be on their best behavior in a small group.

- Small group learning requires students to develop and practice the complex and valuable competencies of learning from other people.

- Small group learning is an oral process, and an oral analysis of challenges offers an opportunity to examine attitudes, values, policies, procedures and to challenge the status quo.

Limitations to Small Group Learning Activities

As there are strengths to small group learning activities or cooperative learning, so too are there limitations. The first argument against small group learning is that people contribute unequally and uniquely to group tasks, and these inequities often create problems. Some members contribute seventy-five percent, while others only contribute twenty-five or less percent effort. If a member feels exploited, the quality of the group's product may suffer, or conflict may develop within the group. Exploitation and conflicts may increase if they are important to group members, or if they continue over long periods of time. Effective group work requires mutual respect, and approximately equal levels of commitment to the task. Without these, problems may develop. Groups also are limited by the competencies and sophistication levels of the participants.

Some people do not do their best work in small groups, but prefer to work alone and independently as is their preference and learning style. Some tasks just do not lend themselves to small group work. Perhaps, the directions are unclear or the assignment is misunderstood, or the deadline is too short for adequate or best task completion. Some people do not do well under group or deadline pressure and prefer to work independently and at their own leisure. Sometimes there is a conflict of role(s) and responsibilities between the group leader and the members or among the group members themselves. Some people tend to dominate a group, and their disruptive behavior thus causes ill feelings or ill will among the members, and then the group does not do its best work and fails to complete its assigned task.

Sometimes, instructors are not comfortable with group dynamics or with facilitating effective group activities or behaviors. Finally, the evaluation process (of individual contributions to the group) is difficult, uneven or sometimes uncertain.

Rewarding, Evaluating and Grading Learning in Small Groups

Research with children often focuses on external rewards of grades and test scores. Slavin from his Cooperative Learning, reports of his review of research on cooperative learning with children and indicates: "Achievement is enhanced by cooperative learning when cooperating pupils are rewarded as a group, while each pupil is individually accountable for his or her learning" (Cohen, p. 13). Translated, individual students score better on tests when the group receives a common grade for group accomplishment and each student also receives a grade on a test, completed separately. Again, we are not sure what this means for graduate students.

Completing professional tasks and mastering new professional skills are activities that are intrinsically challenging and rewarding to graduate students. However, external rewards are important to adults, especially when the adults are also graduate students. Course grades are major determinants of whether graduate students eventually earn degrees, and degrees are obviously important to individual learners. Neither Pete nor Jim is an especially good source of information about the constructive grading of student group work that produces a common product.

Pete has experimented with giving all group members the same grade, and he has received at least one complaint about this practice. During a conference with Pete, a student complained: "Another student didn't contribute much, and she shouldn't receive the same grade as I have." After listening to the student and weighing her concerns and contributions made to the group effort, Pete decided to raise the student's grade.

Both adults and children value intellectual stimulation, and they experience social satisfaction from group work that produces quality products. Such satisfaction and stimulation are largely intrinsic.

Jim uses short case studies with groups as mid-semester and end-of-semester activities. He writes extensive comments for each group product but does not assign grades to cooperative work. As individuals, students prepare and submit field work reports for each class meeting. Each week, students also are required to analyze reading assignments, and their analysis is again submitted in writing. Students complete course projects which culminate in sizable reports. These course activities generate multiple assessments and become the basis for course grades.

Instructor's Role During Group Work of Graduate Students

Generally, the instructor is disengaged once the group task is understood, clear directions given, when the deadline for task completion is expected, and the graduate students have developed the mastery of theory and practice at a level that allows the students to get started. The instructor should express confidence in the group and offer general encouragement if the members become overly frustrated. The instructor supports the group's activities and processes and lends encouragement, intercedes only when necessary to correct disruptive behaviors, or suggests ways to keep people on task, contributing, and involved. The instructor should help groups evaluate their progress and provide feedback and guidance only when necessary. Certainly the instructor should be available as a judicious consultant; not to make decisions the group should be making as part of the learning connected with their task, but as a resource when other needed resources are not available. In some cases, the instructor might suggest alternative ways/methods the group members had not considered, or special printed materials like needed books, important references, journal articles, audio visual aids, or other electronic resources. But, clearly the role of the instructor working with groups is one of being supportive, facilitative, and as an additional resource to the groups as needed.

Group Size for Learning Groups

In general, the more members in a group the longer it takes them to complete a task if each student is to have meaningful input into most important topics considered. If the learning task is to be accomplished in an hour or less and a group of three would possess all the competencies needed to complete the task, a group of three is ideal. This rule is especially important if the group's work is to occur large or mostly during class time. A group of three might still be appropriate if the task will require two or more meetings. The more members the more difficult it is to get people together. The longer and more complex the learning task and the longer the meeting time, the larger the group might be, up to some reasonable number. If the working time is to last continuously for three hours or more, then consider including five to eight persons or build in some breaks. With five or more, the group progress can continue even if one or even two drop out as temporary participants.

Conclusions and Recommendations

Using small group activities as a teaching - learning strategy is an exciting and challenging process. Using small group activities does have its limitations and drawbacks; but in the opinions of the writers and supported by research, the advantages of using them effectively are highly meritorious, and present a wonderfully exciting and creative alternative.

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DESCRIPTION OF A TASK COMPLETED BY A SMALL LEARNING GROUP

Jim McElhinney
Ball State University

The class of graduate students studying personnel evaluation is beginning its second-week, three-hour session. Part of the assignment for this meeting asked each student to interview three professionals regarding their experiences with personnel evaluation. Each professional interviewed was to be employed by a different organization and thus evaluated by a different employer. Five interview questions, common across the class members, were supplied. With twelve students in the class, together they had collected personnel evaluation experiences from 36 professionals. Most students enter personnel evaluation class not having positive experiences with personnel evaluation, yet complacent. They have developed a tolerance of poor quality personnel evaluations and limited expectations that it can be improved.

Asking each of them to interview three professionals provides them with direct experiences that help prepare them to take the study of personnel evaluation seriously. Also, it is important that they, as professionals, experience the practice of collecting interview evidence each time they face a challenge which involves people in important ways. Interviewing and combining interview evidence is a continuing and important part of their research experiences.

I prepare an agenda for each of our three-hour weekly class meetings and distribute it at the start of each meeting. After taking care of the mechanics, I might say, "Find the other most competent students in the class and form a group." (This varies. I might have students count off to determine group members. I might have assigned individuals to groups ahead of the class and printed the teams in the agenda for the evening).

Your first task is to introduce yourselves. Among other information, include one fact about yourself that you want other members to believe. Also share the name you want used when you are addressed. Use the names of your team members as you work together. We will use about five minutes for getting acquainted.

"The person in your group whose last name begins with a letter closest to the end of the alphabet is the group chair." (Of course, there are many ways of identifying a chair.) The following will be printed in the agenda for the class meeting, and we will skim it together.

The chairperson's responsibilities include:

1) Be sure all members understand the group's task.
2) Be certain that oral exchanges stay on task.
3) Maintain opportunities for balanced participation.
4) Assist the recorder in identifying information that needs recording.

5) The chairperson will be held responsible for the quality of the group's product.

Again, you may have students new to the program and need to provide three or four suggestions at this point about effective group participation.

The youngest person in the group is the recorder. It is the recorder's responsibility to accurately and succinctly record the actions taken by the group. Each group has a sheet of acetate and a felt-tipped pen. Please write so that all can read when your report is placed on the overhead. There are more sheets here if you need them.

(Using transparencies to report each group's actions has advantages. The report on the overhead is a focus for the class while a group member is reporting. The visually oriented in the audience both see and hear as a reporter for each group report. The notes by the recorder, to be displayed to the class, may be worded more carefully. Groups reporting after the first group can limit what they speak to just the ideas on their acetate that are marked differently from those shared earlier. Since everyone can see the projects of others, there is less need for long oral reports. When I place the transparencies on and off the overhead, I control the length of the report and direct the class questions and comments to each report. If appropriate, I can return to a report given earlier by replacing an earlier acetate on the overhead.)

Back to starting the class on their group tasks. The following directions are included in the agenda for the evening. Skim the information with the class members. Respond to any questions. Place illustration on the chalkboard if needed.

The Tasks of Each Group:

1) Each of you should share orally, question by question, the evidence you gathered on personnel evaluation. This will allow all group members to have some understanding of other members' evidence.

2) Now, combine the evidence, by question, from the nine persons the three of you interviewed. Record the combined evidence for each question on the sheet of acetate. Organize the information so others can understand it readily.

   (Since this is the second class meeting and since combining interview evidence is a complex task, it may be important at this time to review, briefly, three or four of the principles of combining interview evidence.)

   When you complete this task, you will have recorded accurately, the experiences with personnel evaluation of your nine respondents.

3) The next task is to draw conclusions that are supported by the evidence you gathered from the nine interviews. Answer the question, "What can you conclude from the evidence you collected about current personnel

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evaluation practice?" Add your conclusions to the acetate beneath your record of evaluation experiences or add conclusions on a separate sheet.

(Again, at this point you may need to provide instruction in drawing conclusions from interview evidence.)

4) Assuming what we have learned from our interview is even somewhat accurate for personnel evaluation, what are some implications of what you learned for what we should do in our study of personnel evaluation? Record two or three possible tasks we should undertake this semester on a transparency.

5) The last part of our task is to identify and record on the acetate some of what you have learned from the entire process. Record two or three ideas from:
   a) the process (not the content) of completing the interviews,
   b) sharing and combining the information you gathered,
   c) working in a group to put evidence together, and
   d) about each other.

6) When all groups are finished, each group will report what was told to them by the nine persons, the members of each group interviewed.

After about 45 minutes of group work I interrupt. "Are you making progress? Is there information you need?" After this brief exchange, I'll announce, "When you complete the section of the task you are working on now, take about a ten-minute break. Then complete your group task."

Since this is early in the course, I may walk among the groups, responding to questions and giving encouragement. When one or two groups have completed, I will encourage others to move quickly to completion. I will provide the time they seem to need, then return the class to one large group.

When all have completed, I will place one group's acetate on the overhead and ask their reporter to talk. We may share information, one or two questions at a time so that students can hold in mind the information across four reports. We consider questions such as, "What did you learn that reinforces what others learned?" "What was unique in the information your group gathered?"

Having met our intentions regarding the content of the activities, we will examine what we have learned from our experiences. Again, we will refer to the information on the overhead. Further questions we might ask are:

> "Will someone share how people responded when you asked them if they would answer your interview questions?"
>
> "How did the people you interviewed feel about the questions during and after you asked the questions?"

"What did you learn about the process of putting together the responses from several people?"

"Can we develop principles for combining interview evidence?"

"What did you learn about the members of your group?"

Several additional questions are possible. Students are volunteering to share observations by this time.

Progress Made and Outcomes Produced:

1) The interview experiences of students establish an excellent background to tackle the content of the course in personnel evaluation. We will be starting based on their evidence, not evidence provided by me or by text materials. Most professionals they interviewed report many negative experiences with their organization's personnel evaluation. Working with evidence they have gathered, students are more ready to examine and to practice the competencies of personnel evaluation that will allow them to make progress toward mastering the potential power which accrues to a skillful evaluator of personnel.

2) Students have experienced the process of gathering interview evidence using a series of interview questions. Almost inevitably, students find that gathering interview evidence about an important topic to be an exciting and rewarding experience. Most are pleased to have had rewarding and important experiences this early in the course.

3) By sharing orally the evidence they collected, students have reinforced for themselves what they learned from their interviews.

4) Students have learned vicariously by hearing the interview evidence gathered by others. Learning from others, both by interviews and by accomplishing a task together, is both rewarding and is a valuable learning competency.

5) Students have struggled with two supportive others, at the challenging task of combining and reporting accurately, interview evidence from nine interviewees.

6) Gathering, combining, reporting, and drawing conclusions from interview evidence are important research skills. We intend to reinforce and build research competencies in every course. Later we will practice developing competencies of developing good interview questions.

7) Students have honed their interpersonal and communication skills as they begin to know two important persons. Hey! this class may be worthwhile!

A GRANT WRITING CASE -- USING SMALL GROUPS

Peter Murk
Ball State University

Background Information:

For the past five years I've had the opportunity to teach the Grant Writing and Research Course for our Educational Leadership Department at Ball State University. EDAC 697 - Grant Writing and Research - is a graduate-level course designed to familiarize students with the common processes and practices used in applying for grants and contracts from a variety of community, state and national or federal and foundation sources. The procedures of the course include: becoming familiar with the grant writing terminology, finding the "right" funding source for the program or project from both written and electronic data base sources, developing a letter of inquiry to a funding source, constructing a grant prospectus, and then developing the full grant proposal which would be suitable for funding. The course is designed to provide students with strategies for developing and writing grant proposals. In addition, students practice research skills such as literature reviews, evaluation of proposals and becoming familiar with the politics and policies and procedures of the grant writing process. Several of our students have received actual funding for their programs and projects from both federal and foundation sources in the total amount of over 2.5 million dollars.

Small Group Work:

Throughout the grant writing and research course, in addition to lectures and discussion, supportive videos, electronic data base searches, occasional guest presentations and evaluation procedures, I use small group work sessions, which I have entitled: peer review and critiques. I generally use the small group activities in four major instances during our class sessions:

1) Letter of Inquiry Evaluation,
2) Prospectus and Proposal Development,
3) "The Perfect County Case - RFP Simulation", and
4) "Senior Citizens As Storytellers" - Final Examination.

From student feedback after the course has been completed, students found the small group sessions to be encouraging, helpful and quite successful for accomplishing their goals. Quite often the task(s) of writing a grant proposal to a funding agency -- federal or foundation, is an overwhelming one. Many times the grant writing process carries with it a number of myths, politics and intrigue regarding the form, content, budget development, and about the actual writing process.

In reality, the grant writing process engaged in by professors and researchers is a team effort anyway. When the Request For the Proposal (RFP) comes into the office, one person may write the problem statement and the goals and objectives, another may write the procedures or methodology section (research design) and evaluation process, and a third may supply the budget. Therefore, the small group sessions held in class are designed to mirror reality and provide opportunities to practice team effort. The small groups are used to help the students with the grant writing process through offering peer support, supplying critiques and editing procedures, and by providing an additional pair of eyes through reading, reviewing, and polishing the final written grant report.

In all four instances, my role as the instructor/facilitator is supportive and encouraging to the students as I clarify information about the assignments and process and offer encouragement to the group members. I ask the class members to form small groups of 4-6 participants (depending on class membership size). After a brief preliminary round of self-introductions and getting acquainted, the group members seem to get comfortable with one another; and we begin our task. A group leader is chosen by the group members based on his/her previous knowledge (having written grant proposals before) or based on age or experience (previous leadership or group facilitation skills). In every instance a leader emerges from the group, and the group responds to his/her persuasion, directives and leadership processes. In many cases, the leader would both serve as the recorder and spokesperson for the group when reports are due to the large group (class). Sometimes, the leader asks another person to serve as the group recorder, finding it difficult to chair the meeting, as well as record major outcomes of the group discussion.

During the first task, the small groups evaluate and critique three letters of inquiry to funding sources that had been previously written as drafts by other former students in the grant writing class. The group critiques the strengths and weaknesses of each letter for exact form, coherent content, clarity of meaning, conciseness of writing, and for creative approach(es) or solution(s) proposed to the problem posed for monetary consideration. The letters are judged according to a standard or set of principles for letters of inquiry which I have discussed with them previously and posted on an acetate on the big screen using the overhead projector.

The next week's session is devoted to the drafts of actual student-written letters of inquiry. I again use the peer review and critique process through our small group efforts. The students are more comfortable in their groups, and friendly exchanges are made and social-emotional support is evident. The students enthusiastically take on the task of evaluating the efficacy and clarity of their own and their peers' letters. They offer one another suggestions for improvements in form, grammar, syntax, and meaning. The standard(s) (principles of letters of inquiry) are posted on the big screen, and the students evaluate their own and other members' letters according to the model or standard. They gain insight about clarity of ideas and revise and edit their letters from suggestions offered by both their peers and by the instructor.

The third instance in which I use small group activities is when our grant writing students participate in The Perfect County (RFP) Simulation which was created by Dr. Gary J. Dean, professor at Indiana University of Pennsylvania. The simulation is designed to mimic a real Request for Proposal application process which comes in and during which the small group participants have to formulate problem statements, develop goals and objectives, construct a management summary and plan of operation, do a program evaluation, and develop budget summary based on Perfect County Rural or Urban Demographics. The class members receive the application document (RFP) the week before so that they can carefully study and analyze the case and decide to participate in offering an urban or rural solution to the multitude of problems which exist in each scenario. The feedback which I received from the students on the case solutions (simulations) in encouraging, positive, and is quite realistic. The Perfect County Case resembles a real-life situation and actual community development program. The students indicate that doing the simulation is a pressure-packed situation because of the time limitations and involves real concentration, good leadership and an effective group effort as they: a) come up with an accurate needs assessment, b) formulate clear goals, c) develop an effective evaluation process, d) a solid management plan of operations and e) formulate a cost-effective budget. The small groups have ten minutes each to present their analysis of the case and proposed solution before the entire class. The presentations are critiqued and judged by the instructor who assigns various points for each completed section.

An imaginary monetary award of $500,000 is granted to the small group which presents the most creative or "best solution" to The Perfect County Case, according to the RFP criteria and guidelines and which shows the most promise for initiating a comprehensive program for economic growth and development of an economically depressed area.

The final instance of small group activities is the evaluation of the simulated prospectus which I have entitled: "Senior Citizens as Storytellers". The small groups participate in this activity as part of their final examination process. The real final examination is completing the edited full grant proposal (which has now been judged) suitable for funding. They review the storytellers' case individually and then enter into small groups to judge the merits of the solution(s) offered. They have a clear set of criteria on which to judge the prospectus. They evaluate the strengths of the proposed ideas and also discuss the weaknesses of the case. Often, they believe the program has merits, or is a great idea, but ... (while participating in small groups) they discover that the objectives are unclear, that the duties of the characters are uncertain, that there is no evaluation process, no future funding provided, that there is an inaccurate and unrealistic management plan of operations, and that the figures in the budget are actually wrong. They then offer suggestions and recommendations to the imaginary director, Professor Elocution, in order to improve his/her chances of getting funded. Many of these insights are gained, and learning has taken place, due in fact, I believe, because the students have worked in small groups throughout the Grant Writing Course and offered and received constructive feedback and critiques from their peers and from the instructor. Small group activities and peer review lends itself to positive and creative alternatives to our Grant Writing and Research Course.

INTERNATIONAL SPECIAL INTEREST GROUP

First Session: Technology Demonstration, Discussion, and Overview

Gretchen Bersch
University of Alaska, Anchorage

Athalinda McIntosh
University of Surrey, England

The global audio conference was a way to demonstrate that technology can bring us together. While the most modern equipment includes interactive video and images via Internet, sites in this demonstration were linked by audio conference bridged through Alaska. Adult educators from three continents hooked together on November 4, 1994. Mark Tenant, professor from University of Technology, Sydney, joined the group from Australia; Phyllis Cunningham was attending the UNESCO meeting in Hamburg, Germany, and came on-line just long enough to introduce two people: Guyen Twong, Literacy Specialist in the Ministry of Education and Training from Hanoi, Vietnam; and Olga Grofenik, the Director of the Slovene Adult Education Center from Slovenia. Graduate students, faculty and staff were on-line from University of Alaska Anchorage, and about 20 professors from the United States and Canada were in attendance at the session of the CPAE meeting in Nashville, Tennessee. The only person who was unable to get through as scheduled was Martin Kamwengo, professor of adult education in Lusaka, Zambia, Africa. That served as a reminder that even though technology is improving, it is often limited by local equipment constraints.

Participants were asked to share their reflections on three questions:

1. What technology is currently available and used in your country or area?
2. What do you think has worked best?
3. In what ways can technology increase our international cooperation?

In Vietnam, radio and television are used to provide general knowledge, especially to mountainous and remote areas. Twong reported that since Vietnam is a poor country, they cannot apply the modern technology in distance education. Resources are very limited, and their equipment is very simple, so their work is implemented in unfavorable conditions. The most popular means of delivering distance education is correspondence, using print material and video tapes to provide learners with knowledge. They are experimenting with teaching agriculture methods, population education and family planning, and environmental education through these means. The first experiments have resulted in some returns which encourage them to try to improve.

In Slovenia, they are in the process of introducing distance education through the university. Olga said that the main aim of developing distance education there is to increase the number of adults getting higher education degrees, which the state is encouraging. The first course in economics will be offered in 1995 via computer network in the Slovene language and later by Internet. The faculty of economics may be a model to other universities in developing distance education, and they will monitor other institutions which may develop programs. Technology is very important in their small country, because it is a quick exchange of information about what is going on in other parts of the country. Because they are just beginning, it is too early to say what works best, but Olga believed high-quality written study materials supplemented with various media such as audio and video cassettes and computer programs will be very important. She raised the questions of how to bring university people to start using technology and how to introduce distance education, which is still a problem in Slovenia. It is a good idea to exchange ideas which can improve the quality and widen the horizons of smaller countries.

In Alaska, the university uses pre-produced television courses and live teleclasses broadcast statewide by satellite coupled with audio conferencing, as well as correspondence through the mail. If distance education is defined as the type of education where teachers and students are physically separated, either by time or location, with the use of technology to bridge the gap, there are four technologies to mention: 1) Print technology, as traditional correspondence courses. 2) Voice technology such as this audio conference. Audio is probably the most widely used of the interactive modes of distance education in Alaska. Internationally, one-way radio is used and can be a very effective medium at relatively low cost. 3) Video technology, either live on cable television or by satellite, or mailed videotapes to supplement coursework. 4) Computer technology. These include on-line courses through E-mail, Internet and computer conferencing. Lately, they have been involved with experiments with the use of CD-ROM to support distance learning, which can include both print and video, and the live use of the Internet. A new development when sites have full Internet conductivity involves video conferencing on desktop computers through the Internet.

Technologies such as E-mail and Internet are being used in Australia, and they are trying to make use of CD-ROM products which are especially encouraged by the government there. Over the next ten years they will be moving more toward the on-line PC services and broad-band interactive services. There is no cable television in Australia, which is one aspect of their infrastructure which will probably change over the next few years. At the national level in Australia, they now have an open learning network which involves the broadcast of courses. The national government also supports an open learning electronic support service which is currently being developed to provide an electronic infrastructure for the delivery of various educational and training services to people in their workplaces and homes. As far as the faculty and the university as a whole are concerned, Mark reported that they make rather minimal use of the various technologies, currently using it more to interact with one another than with students. Among his faculty, they are having many debates about the use of multimedia and various other technologies. How does it actually change the conception of the teacher, the learner and the relationships between and among them? How does it fit in with or change some cherished notions in adult education? For example, the CD-ROMs provide more individual choice and access for students; how do they fit in with the notion of learning from experience and the methods which lead to the greatest interaction? At the moment the faculty favor the options which lead to the greatest interaction. In terms of the future use, there is enormous potential in adult education for the electronic discussion group, where students from different universities could participate. There is potential for cross crediting or joint courses through electronic discussions based on materials developed in the different universities. This would involve not only technological solutions, but agreements as well. He would welcome discussions about how this might be done.

Various people in Nashville had comments. Alan Knox shared that, at the University of Wisconsin, a colleague taught a regular course on teaching and learning at a distance through computer conferencing. For a portion of that course, one or more faculty from Australia who were teaching a similar course were connected. Faculty and students from the U.S. and Australia communicated with each other and were able to explore similarities and differences between approaches that were taken in the two countries. This is a practical example of being able to very easily make use of the Internet. He also noted that a useful idea is illustrated by the comments made in this audio conference having to do with the variety of options that do exist, from print media, audio conferencing, use of videotapes, etc. It is important to help faculty members and others who contribute to teaching and learning at a distance, to understand the range of options, to clarify what they are trying to accomplish and what they can contribute, and then to use some of the ways distance education can occur that fit their own contributions and to supplement that with other experts as part of the session. It is possible to send a videotape or written materials in advance of the class session for students to review, and then the airtime can be used for discussion.

In Maine, Beverly Cassara reported they use interactive television to teach college courses. The professor is on the screen, with students from various sites around the state connected by audio. It is a growing effort in Maine, with correspondence for exams. Not all professors are happy doing this kind of teaching; they have to be able to hold the students, and professors probably need some kind of special help in learning how to do that.

In Alaska, Dale Dryden from Whitehorse, Yukon Territory, talked about the large amount of cooperation with technology between Canada, the U.S., and other parts of the world, in the academic and business communities. Governments are getting on-line as well.

Helen Barrett from Alaska reported she just returned from a national conference, where there were discussions about the role technology will be taking in the restructuring of not only K-12 education but higher education, and what that means in terms of teaching and facilitating learning. Will we use technology to replicate the lecture format, or will we use it to support the interactive mode? She is concerned that we be able to adapt technology to students' diverse learning styles. When we are locked into only one specific technology such as print, we may be losing students who don't necessarily learn well by reading. What we are trying to do with the various technologies is to bridge that instructional gap as well as address the diversity of our populations. In Alaska, there are both cultural and geographic barriers that are being reduced through the use of technology. Judy Michael from Alaska added comments about faculty reticence to embrace the new technology and the need to help faculty view technology as a way to supplement and augment what they do rather than as a threat.

Jim Farmer, University of Illinois, was drafted to teach an adult learning and development course through distance learning, something he had never done before. He went to an orientation session for faculty; the most useful were the descriptions of faculty who had delivered courses by distance for the first time, including what helped and didn't help them. He asked what other things have we found that have been successful in helping faculty members who may be anxious or reticent to get involved? Gretchen Bersch added a description of her recent experience in teaching her adult learner course by distance statewide in Alaska. She used a combination of audio conferencing, live interactive television and mailed materials, and attempted to make the learning interactive, describing several ways she did this.

Jack Pauli in Alaska shared that in the early days of undergraduate work, he was involved with educational television; how thirty years later he expressed the concern that in education we may have lost the edge. As we look at training medias and commercial areas today, they have been innovative and have been doing many of the things we are still discussing. Vicki Doster added comments about her recent experience in the U.S. Postal Service's Technical Training Center, which provides technical training to 275 postal sites across the nation through televised distance delivery. They supplement this with on-site facilitators who help students transfer it directly to the work site. It has application to us in adult education settings.

Regarding whether we in education are staying up with technology, Allen Quigley and Peter Cookson, who teach at Penn State, mentioned a study they did several years ago of all the research universities across the U.S., asking a range of questions and among them, the acceptance of the "workhorse" – audio conferencing on campuses and its use and acceptance in delivering graduate degrees. They found a continuum of support for this venture, with the least support in the graduate school and administration, with the most support from students and faculty who have actually used audio to deliver courses. They have used audio and E-mail to deliver courses to nine sites in countries such as Finland, Mexico, and Estonia.

Jost Reischmann, University of Bamberg in Germany, made a remark that reminded us of the importance of face-to-face contact: thinking of the good times we have when we are together, don't you think there are some advantages in direct instruction not found in distance learning?

In answer to a question about whether there are any international on-line discussion groups so we can continue to dialog via computer on some of the issues, Marcie Boucouvalas, Virginia Tech and head of International Associates in Adult Education, reported that in the international group, they are revising their membership structure so people can link together from around the world.

In summary, there is an interest in Internet around the world, which permits us to reach out to others internationally. This illustrates that technology can give us the opportunity to have collaboration, a more common mediated way of communicating among scholars in adult education. We can't forget that with the innovations in adult education in establishing global classrooms, we must also continue to reach out locally to the people we serve. It was good to hear friends and colleagues on audio, many of whom are struggling with similar problems. This kind of event can act as a stimulus to keep working to develop new opportunities.

Second Session: What's in the Future: International Adult Education Considered

INTERNATIONAL ADULT EDUCATION COOPERATION AND EXCHANGE REVISITED

Peter S. Cookson
Penn State University

International cooperation and exchange among adult educators in North America and their counterparts in other countries can take an infinite number of forms. Several years ago, in an effort to make sense of this multiplicity of possibilities, I wrote a chapter (Cookson, 1987) in which I examined the nature of this process and attempted to delimit some of its underlying principles. In this paper, I revisit some of those same points. Following a definition of international exchange and cooperation, I present a theoretical explanation of the process, list some underlying principles and assumptions that can further illuminate the process and then recount briefly some of my own efforts to engage in the process. I conclude by suggesting some ways in which members of the Commission of Professors of Adult Education and its parent organization, the American Association for Adult and Continuing Education, might advance international adult education cooperation and exchange in the future.

A Definition

International cooperation and exchange may be defined as a process of *communication, interaction,* and *involvement* between two or more people across international boundaries. The outcomes of this process can include increased awareness of adult educators about adult education theory and practice in other countries as well as improvements in their capacity to provide education and training services to men and women in their own respective countries. The particular activities adult educators perform when engaged in this process may be categorized as follows:

1. ***Communication***. Besides face-to-face conversations, adult educators may communicate in such diverse ways as conventional correspondence (snail-mail), e-mail and computer-conferencing, telephone conversations, and the sending back and forth of personalized audio or video-tapes. With the advent of inexpensive modems and access to the Internet, e-mail has rendered state and national boundaries obsolete and opened up unprecedented opportunities for international communications between and among adult educators.

2. ***Interaction***. Interaction between and among adult educators across international boundaries may take numerous forms: sharing of newsletters and journals, sharing of other informational resources (e.g., donations of professional books for university libraries or academic programs in Third

World universities), sharing of non-informational resources (including financial donations) to support specific adult education projects, participation in conferences and other professional meetings.

3. *Involvement*. This kind of international exchange and cooperation can include such joint activities as conferences, research and writing projects, publications, visits, and collaborative organizational work. Some outstanding examples are the Northern Illinois-University of Shanghai collaboration, the British Open University's International Center for Distance Learning collaboration with Penn State's North American Distance Education Research Documentation Center, and the Adult Education Research Conference-Standing Conference on the University Teaching and Research on the Education of Adults-Canadian Association for the Study of Adult Education cooperative efforts that culminated in the 1988 Conference at the University of Leeds.

Conceptualization of the Process

The process whereby adult educators in two or more countries -- either as individuals or as members of a group -- engage in communication, interaction, and involvement with each other may be conceptualized as a process of forming international linkages. It is assumed that although all three elements of communication, interaction, and involvement are evident at each stage, their strength increases incrementally as the relationship advances from the first through the third stages.

Stage 1 -- Exploration. Initial contacts between adult educators from different countries are followed by exploration of strategies to establish, maintain and strengthen relationships. Typically, such relationships are established on the basis of recognition of mutual interests and concerns. Follow-up contacts that result in sharing of resources can lead to a sense that the relationship is mutually beneficial.

Stage 2 -- Expansion of interlocking interest-spheres. As relationships are strengthened, the parties to the exchange experience a broadening of emerging interests and sense of interdependence. Cooperative activities are identified, planned, and carried out. The resulting collegial relationships can produce a sense of emerging interdependence.

Stage 3 -- Commitment. At this final stage, a general expectation is formed that the relationship will continue. Earlier activities tend to be repeated and reinforce the perception of an equitable balance of mutual efforts. Where there are several parties to the relationship, a recognized network with an identity and mission of its own can emerge. The result can be a shared sense of commitment.

In recent years there have been abundant opportunities for adult educators interested in international exchange and cooperation to pursue engagement at all three stages. The annual meetings of the International Adult Education special interest groups of both the Commission of Professors of Adult Education and the American Association for Adult and Continuing Education have both provided venues for the first stage of exploration. North American adult educators and counterparts from other countries fortunate enough to attend have met each other and become aware of topics and activities of mutual interest. The recently organized Comparative and International Adult Education Society provides further opportunity to advance beyond the first stage to the stage of interlocking interest-spheres. Through an informal occasional newsletter, members stay abreast of international events of mutual interest as well as specific activities of members. The International Associates in the U.S. and various worldwide special issue-oriented networks of the International Council of Adult Education as well as the International League for Social Responsibility provide organizational structures to support international adult education exchange and cooperation programs that embody the third stage of commitment.

Principles Underlying International Exchange and Cooperation

Scanzoni (1979) identifies *reciprocity* as the underlying principle that influences satisfactions with and thus commitments to "all ongoing social systems and relationship." Scanzoni asserts that reciprocity, in turn, is based on either perceived rewards to be earned by self or a sense of duty to a larger social entity. From my association with the international adult education groups within AAACE (and its predecessor, AEA) and the CPAE, as well as other experiences gained while working for extended periods in Nicaragua, Costa Rica, Panama and Venezuela, I have distilled the following *principles* or *assumptions* that, in my view, seem to underlie all three stages of the international adult education exchange and cooperation:

1. International adult education exchange and cooperation involves at least two-way communication, interaction, and/or involvement in any one or more of an infinite variety of forms.

2. Participation in international cooperation and exchange is a *prima facie* good, irrespective of any accompanying tangible or non-tangible reward.

3. Both parties to the exchange and cooperation are expected to have something to share.

4. All parties to the exchange and cooperation are expected to have something to share.

5. Participation in such exchanges is an extension beyond one's own national borders of a professional obligation to learn from one's professional peers.

6. Because of unreliable postal services, restrictive government policies, and shaky economics, reciprocity with colleagues in some parts of the word may be problematic but all the more desirable and beneficial.

7. Participation in international exchange and cooperation can lead to joint activities of personal and professional value and service to the cause of adult education generally.

8. Opportunities for person-to-person and association-to-association linkages are countless.

9. In the event one of the parties is in a developing country, the other(s) may perceive the prospects of international adult education cooperation and exchange as a way to contribute meaningfully to improvements in the quality of life of others in the developing country.

10. Long-term cooperation and exchange offer the prospect of more meaningful and more enduring benefits than short-term cooperation and exchange.

11. Participation need not be limited to the affluent. Though highly desirable, financial support is not a *sine qua non* for many specific forms of international adult education exchange and cooperation.

12. In the absence of financial support, to engage in international adult education exchange and cooperation can be a test of true commitment.

Some Personal Experiences

For me, international adult education exchange and cooperation has long been a personal and professional goal. In fact, I trace my decision to study adult education to my aspiration to become involved with adult education work in Latin America. When I first began to attend the international adult education activities of the AEA, I was appalled at what appeared to me to be domination of a small clique of international adult education jet-setter consultants. I wondered how just ordinary but otherwise committed adult educators like myself could also become involved with our counterparts in other countries. To collect ideas about how international adult education exchange and cooperation might be conducted, in 1980-83 I conducted a international Delphi study (reported in Cookson, 1986) and compiled an international directory of adult educators (1984) committed to engaging in international adult education exchange and cooperation. Since then, I have been able to initiate several other exchange and cooperation activities. With the hope they might provide some insight to others, I would like to share some of those below.

Teaching and conducting research in other countries. In the past seven years, I have taught courses and workshops for adult educators in Panama, Venezuela, Nicaragua, Costa Rica, and Sudan. I have become aware of the virtually limitless opportunities for such teaching experiences. Affluent supporters of our colleges and universities are sometimes willing to pay expenses and even salary for professors to *teach overseas. I was awarded a* Fulbright Central American Republics Research Fellowship in 1991 to conduct studies in Nicaragua and Costa Rica. Having served for three years on and chaired for one year the Fulbright Fellowship Committee for Central America and the Southern Cone, I can assure you that *every* well-written proposal for a Fulbright lectureship or research fellowship--at least for these regions--is funded. In fact, there is a shortage of sound proposals--particularly from junior professors.

Sponsorship of international visitors. Every year a few international visitors travel to North America to attend adult education conferences. Knowing in advance who is coming, we could do much better than we do in arranging for short visits at our universities. Even when adult educators overseas do not have sufficient funds to come, we can work creatively and cooperatively to bring such people here. In 1988, for example, I obtained support from four other universities that sponsored visits to their campuses by the then Managua Regional Director of Adult Education, Senor Samuel Simpson. Instead of paying honoraria to him, they paid them to me so I could pay his air fare.

What's in a name? While conducting research in Nicaragua and Costa Rica, I discovered that while the term *adult education* miscommunicated the dimensions of my study, the term *educacion permanente* (lifelong education) accurately addressed the football length spectrum of organized educational activities that were the object of my studies. Subsequently capitalizing on the proclivity of educators and trainers across that entire spectrum to identify with *educacion permanente,* I was able to organize, together with a few key players in the national universities as well as from other parts of the spectrum--all of who I had interviewed in connection with my research--the first national conferences on lifelong education ever conducted in those two countries. So successful was the effort in Nicaragua, that the conferees organized a national commission on lifelong education that, as far as I know, continues to meet several times a year.

A failed attempt. At the world conference of the International Council of Distance Education in Caracas in 1990, a group of distance education researchers from 13 national open universities around the world met to plan an international study of recruitment and retention. I was to prepare the model that would guide individual research projects. The others were to conduct their research and our individual pieces would then be compiled into a collaborative report we would distribute at the following world conference in Bangkok. Although people from 13 institutions had expressed their commitment to participate in the cooperative project, subsequent responses were received only from Hong Kong and Madrid. This experience appeared to confirm the Spanish maxim, "*entre lo dicho y lo hecho hay un gran trecho*" (After all is said and done, more is said than done). In other words, when it comes to international adult education exchange and cooperation, the practice does not always match the rhetoric.

How Can the CPAE and the AAACE Promote International Adult Education Exchange and Cooperation?

Members of both the CPAE and its parent organization, the AAACE can do many things--some effortlessly--to promote international adult education exchange and cooperation. Despite the fact that most members are at best indifferent to things international, it is doubtful that any would object to serious consideration of specific strategies. The following are offered as illustrative of many specific actions that could be taken:

1. The 1984 Directory of International Exchange and Cooperation I prepared based on the results of an international Delphi study could be updated and distributed at cost.

2. Adult educators outside the U.S. and Canada who anticipate attending national adult education conferences in North America could be encouraged to announced their intentions in advance so that U.S. and Canadian adult educators could invite them to make pre- and/or post-conference visits. During such visits, opportunities for further international exchange and cooperation could be explored.

3. International thematic adult education conferences could be organized--both electronically via computer-conferencing and residentially at specific North American or overseas locations.'

4. Publications could be prepared jointly that focus on specific adult education topics that feature synopses of research and theoretical writings that might otherwise be unknown beyond the boundaries of the country in which they originate. These publications could then be published and distributed in the countries in which all contributors reside.

5. On the annual membership forms for both the AAACE and CPAE, a box could be provided for renewing members to donate an additional amount ($1.00 or more) to a pool from which memberships and conference registrations for adult educators in Third World countries could be financed.

6. Special efforts could be made to invite international students who are currently enrolled in U.S. and Canadian graduate programs of study in adult education to make presentations at annual conferences. Such invitations demonstrate good will and solidarity to our current and future colleagues who will return to their countries and there likewise promote future international adult education research journals or, alternatively, as monographs or books.

7. Topics could be identified for collaborative research projects to be pursued jointly by international teams of adult education researchers. Results of the research could appear in special or thematic issues of adult education research journals or, alternatively, as monographs of books.

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Obviously, many more suggestions could be made. These are offered as stimuli to many other activities that could profitably be conducted by adult educators for whom international adult education exchange and cooperation is not just an esoteric term.

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WOMEN, LITERACY, AND DEVELOPMENT: CHALLENGES FOR THE 21ST CENTURY

A REPORT ON THE FIFTH WORLD ASSEMBLY OF THE INTERNATIONAL COUNCIL FOR ADULT EDUCATION

CAIRO, EGYPT, SEPTEMBER 15-23, 1994

Beverly D. Cassara

As you can imagine, it is not easy to make a summary report of such an experience of two weeks of stimulating interaction and developing relationships with adult educators from many countries in many languages – while learning about literacy needs of women all over the world for the progress of development. At the same time, in the ICAE Executive Committee and in the General Assembly we were involved night and day in the effort of creating an effective future for ICAE itself. One could say the 98 degree heat of Cairo was equaled at times by the heat of the politics in our meetings, but all very democratic, of course.

So, first a few paragraphs about Cairo and the setting of our meetings and accommodations, then an overview of the conference itself, and lastly an update on the ICAE.

Cairo is a throbbing metropolis with 16 million people situated right in the middle of the desert. It takes a certain amount of stamina to do justice to the sight-seeing possibilities. For instance, the famous Museum of Antiquities is not air-conditioned, but heat or no heat, one has to spend some hours there trying to grasp the fact that some of the displays date back four or five thousand years. Of course, to see the pyramids and the tombs and temples takes one right into the desert sunshine, which was up to 106 degrees when we were in Luxor.

Thanks to the generosity of the Egyptian government, we were comfortably housed in a military guest house where we had to learn to slow down and accept the Egyptian life-style. However, it needs to be recorded and underlined that the Egyptian people were very fine hosts, always with a ready smile, a fine sense of humor, and a desire to be of help. Also, thanks to the government, we had the use of the beautiful new conference center where the UN Population Conference had just concluded. Air-conditioned and with translation facilities for four or five languages, it couldn't have been more convenient. Also, the government provided lavish entertainment for the conference participants, including a sound and light production at the Giza Pyramids, a dinner on a cruise ship on the Nile, and a ballet in the magnificent opera house among other events. Solidarity trips provided participants the opportunity to travel in several directions. My husband and I chose to go to Suez where the Red Sea, the Suez Canal and the little city which still shows the effects of the bombing in the 1967 war are located, plus a visit to a cotton factory, a cruise from a shipyard, and a visit to an adult education center provided us an unforgettable experience.

Now about the conference: It was at the urging of the Egyptian government and the First Lady, Mrs. Suzanne Mubarak, our keynote speaker herself, that the work of this World Assembly should be to enhance literacy for women in the general scheme of development. It was pointed out, for instance, that one-fifth of Egypt's 56 million population is composed of illiterate women, twice the rate of male illiteracy -- a problem shared by many developing countries.

In pointing to the urgency of this problem for Egypt, Mrs. Mubarak strongly suggested that no country can obtain optimal development when women who are "half the society and are responsible for the other half" are "deprived of the light of education." She added that "attempts to marginalize [woman's] role and underestimate its effectiveness are spontaneously reflected upon the growth of the society and the extent of its progress." Stressing the point that governments alone cannot hope to eradicate illiteracy, she praised the International Council for Adult Education and all other nongovernmental organizations for their work and begged them to continue assiduously and not to tire in their efforts.

The World Assembly addressed the theme of "Women, Literacy and Development" from the points of view of international leaders, of national perspectives, to those of the host country, on the basic critical issues related to education, social and political status, and the environment, poverty, and population. A sentence from the most recent ICAE News summarizes the problems women face: "There is a strong connection between women's illiteracy and social, economic, religious and cultural factors prevalent in a society: poverty and marginalization; the traditional and cultural biases against daughters; the influence of conservative fundamentalist thought; the sexual exploitation of girls and women; the low priority given to women's economic contribution and girls' education are all examples of factors that influence the education and development of women."

These subjects were treated in plenary sessions in the mornings and, in the afternoons, workshops were held on such special topics as the Production of Literacy Materials, Adult Education and Literacy Research, Preparations for the World Summit on Social Development (Copenhagen, 1995), Preparations for the Fourth World Conference on Women (Beijing, 1995), Education for Human Rights, Women's Rights and Democracy in the Arab Region, Literacy and Empowerment, Women and Violence, Literacy and the Media, Gender Planning in Literacy and Adult Education, and International Cooperation and more.

What will be the result of all these deliberations? Certainly, all who attended the conference were already devoted to the cause of literacy for women. Nevertheless, the sharing of ideas and problems and possible solutions must energize us all to continue and redouble our efforts in this cause, and if anyone came believing that literacy is just a simple skill, easily learned and applied, they were disabused of this idea in no uncertain terms.

In the six-point Final Declaration of the Assembly, I quote the following statement: "While the very concept of literacy has evolved over the last two decades and new demands have been placed on literacy as a social competence, it is also accepted today that there is no single definition of literacy, nor is there one single model, strategy or methodology that would fit all contexts and needs. The recognition of social, ethical and cultural diversity leads to the recognition of diversity also within the field of literacy. Improving the effectiveness of literacy actions requires a thorough revision of conventional pedagogical and methodological conceptions and practice and a renewed effort in the training of cadres at all levels."

The other five points relate to (1) the obstacles girls and women face in getting access to educational opportunities; (2) the need for a unified and comprehensive strategy for education for all, both children and adults; (3) "young boys and girls need special programs designed for them, not only given their specific learning needs, but also the magnitude of the social, economic and educational problems youth face today" to prepare them for adulthood; and (4) "the need for updating action-oriented research facilitating cross-fertilization of experiences within and among countries and regions, as well as between the developing and the developed world ... [supported] by new partnerships both within the adult education sphere and with other fields and sectors."

A final point in the Declaration needs very special attention from all of us. I quote it in full. "We acknowledge the need to advocate for the cause of adult and particularly women's literacy, especially in times when adult education is being questioned and further marginalized within the context of structural adjustment and other social and educational priorities fixed by governments and international agencies. This advocacy thrust needs to be founded on accurate information and strong arguments in favor of adult education, acknowledging both weaknesses and strengths of past experience and lessons learned."

I emphasize this point as we witness the continuing marginalization of adult education in North America. This brings me to the last subject on my agenda, which is the current status of the ICAE and its manifold projects. But speaking of North America, I am most happy to report that while there have been six regional organizations under the ICAE, the very last to get organized, the seventh, is the North American Region. Jacques Prouix and I, as the North American members of the Executive Committee of the ICAE, have lent our support to this project and were very hopeful that this could be accomplished on our watch, and so it has been. We salute the many United States and Canadian organizations which have banded together to form a very dynamic association, called the North American Alliance for Popular and Adult Education. The energy and down-to-earth commitment of the members of this group is glorious to behold, and I sincerely hope the AAACE and CAEO will avail themselves of the wonderful learning and energizing opportunity of signing on with them. The wave of the future in nongovernmental organizations is cooperation and working together; nowhere is this more needful than right here in North America where we see adult education programs fading away.

There is no way I can summarize for you the 68-page report of ICAE activities prepared by the Secretary-General, Ana Maria Quiroz. However, I will try to hit some highlights. First I must mention the new changes in the ICAE personnel. As it happens, the terms of nine or so members of the Executive Council ended with the meeting in Cairo, which number includes myself and Jacques Proulx. All the Canadian and U.S. national members of the ICAE had an opportunity to nominate and then elect the persons to replace us. They are Michael James from California and Madelaine Blais from Montreal. Like them, most of the new members from the other regions are younger persons and ready and capable of taking ICAE into the new day. A woman from India, Lalita Ramdas, was elected President of the ICAE, and a new Secretary-General will be appointed by the Executive Committee. In a time when demands on our little organization seem equal in volume to those of the UN and at a time when funding is harder and harder to come by, they have their work cut out for them. I have great confidence that they will serve well.

Perhaps I should explain the four events of our meetings in Cairo a bit more clearly. The first two days were the Executive Committee meetings. The next full week was the World Assembly as described above, including the solidarity trips, and the meetings of the General Assembly doing the work of the ICAE including elections etc., and then during the last day or two the new Executive Committee met to organize for the future according to the actions taken at the General Assembly.

Finally, I would like to address the very comprehensive report of the Secretary-General of last year's activities of the ICAE. In preparing this report, I took the time to carefully peruse the entire 68 pages. There is so much valuable information there, I can only recommend that persons interested in the work of the ICAE in any detail, should write for a copy.

As suggested above, the ICAE has the world divided into seven regions, each with a regional secretary who attends the Executive Meeting without vote. However, each region elects a vice president. There are 100 national members throughout the world. The national members in each region together elect one ordinary member to the Executive Committee. There are also something less than 100 cooperating nongovernmental and intergovernmental organizations. The headquarters in Toronto has the challenge of tying together in networks all the various interests represented by these world-wide members. Before the last World Assembly in Thailand, the Program Advisory Committee recommended that the ICAE establish some priority concerns since it was becoming impossible to meet the many interests. The priority concerns established were: (1) the education of women, (2) education for peace and human rights, (3) environmental education, and (4) literacy, and the major resources of the ICAE went to support these. Additionally, it was believed that it would be efficacious to spread the headquarters for each of these programs to various regions. Thus the Women's Program was situated in Dakar, Senegal, with Soukeyna Ndiaye Ba as Director; the Peace and Human Rights program in Finland with Tapani Ojasti as Director; the International Literacy Support Service in St. Lucia with Didacus Jules as Director; but it was necessary temporarily to set up the Environmental Program in Toronto under the direction of Peter Basal. There is some question now as to whether this decentralization has been completely successful, and this will be a matter to be considered by the new Executive Committee.

Additionally there are a number of networks which at least receive moral support and some services from Toronto. These include Peacefund Canada, Education and Criminal Justice, Special Learning Needs of Adults, History of Adult Education, Education and Older Adults, Transformative Research, and Participatory Training and Participatory Research. ICAE publishes an excellent journal, Convergence, and the ICAE Newsletter. However, the above only begins to define the work of the ICAE. The Secretariat has to organize the World Assembly every four years, and the Executive Committee and other committee meetings in between.

For an example of other activities, the ICAE, along with 41 other NGO's, has the honor of being a major consultant to the Economic and Social Council of the United Nations, along with its many commissions and subsidiary bodies, such as the Commission for Social Development, the Commission on Human Rights, the Commission on the Status of Women, the Commission on Sustainable Development, the Commission on Crime Prevention and Criminal Justice and the Regional Economic Commissions. In this capacity the ICAE sends representatives to many, many meetings, suggests items for agendas, makes statements and submits draft resolutions in support of adult education concerns.

In other UN-related work the ICAE works with all the major international conferences on Environment, Women, Population, and next year in addition to the Women's Conference in Beijing, the ICAE has a working group advancing the needs for adult education in the Social Development World Summit in Copenhagen. The regions of the ICAE are sponsoring more regional conferences now as they become well developed. The other outreach efforts of the ICAE are too numerous to try to detail here. The Secretariat gets at least 50 requests a week for information or assistance, and continues to develop the resource center which is no small job in itself. It is necessary to have a number of languages represented by the personnel at the Secretariat for all the many functions of the Council.

I think I must give over describing the work of the Council at this point. In 1993 the Council passed its twentieth year of existence. The world has changed a great deal in that time. Now the new Executive Committee must take the responsibility of keeping the ICAE abreast of these changes and functioning in a way to best meet new challenges. This may mean changes in the Constitution, changes in location of services, changes in roles of personnel, and changes in priorities and services. Much will depend on their success in finding funding. We all depend on them to keep the ICAE strong in the support of adult education.

What remains to be said is that this can only happen if the members -- our national members and our regional organization -- support it to the hilt. We are all here today because we believe that today's adults need to learn how better to serve the best purposes of human kind. Today's children need that better education too, but they can only get it from enlightened adults. At any rate, we cannot wait for a new generation to cure our social, political and economic woes. Adult education cannot solve these problems alone, but there can be no good and permanent solutions without much more adult education than the world today provides.

INTERNATIONAL ADULT EDUCATION AND THE UNIVERSITY OF WYOMING

Caroline Sherritt
University of Wyoming

The Way It Used To Be

I finished my Ph.D. in 1989 and started looking for a faculty position. One of the colleges at which I interviewed had a well established reputation for the international work of its adult education professors. During an interview with the dean of the college, however, I discovered something both shocking and disillusioning. Specifically, he said he didn't need or want any more adult education professors who spend their time running around the globe. The years of international study I'd just completed seemed more of a liability than an asset. I truly wanted to run around the globe.

That's the way it used to be. Adult education professors with the means and interest would travel to other countries and study their education systems. Then, they would write about adult education in, say, Croatia, but, of course, Croatia didn't exist a few years ago, which illustrates the point: everything has changed. In the 1960s and 1970s there was a great interest in international conferences on adult education themes. Infusions of money supported international cooperation and research. Much research in the area of international adult education, however, either 1) reflected studies of idiosyncratic programs in discrete geographic places or 2) studied the development of adult education over time in on e particular nation. It was an expansive and exciting time for visionary adult educators with interest in international education.

The Way It Is

Extraordinary global changes have occurred since then. Last summer I collaborated on a survey of higher education administrators and political officers to determine what they perceived as the future of higher education. Not a single respondent identified international themes as a priority. In the October 19, 1994 Chronicle of Higher Education, Heginbotham noted that support for area studies has declined over time. He wrote "Those who finance international programs are turning their attention from traditional area studies to problem focused programs." Adult education is not immune from these forces and can, indeed, assume some leadership in the new order. Of interest now are issues such as the following:

*Developing international networks for the exchange of information and resources;
*Strengthening regional organizations;
*Ensuring that adult education is a central part of development aimed at basic human needs;
*Inculcating environmental and global awareness and responsibility;
*Supporting social and political processes that enhance participatory skills;
*Developing tolerance;

*Facilitating international collaboration among organizations with interest in adult education
*Improving and coordinating training programs;
*Encouraging applied research in the education and training of adults

The University of Wyoming

I've been asked to address the global aspects of the graduate curriculum in adult education at the University of Wyoming. These aspects revolved around a few themes.

1. Expanding world views;
2. Encouraging critical thinking and social action;
3. Developing modern consciousness to include
    i) The skills and discrimination needed to access the use information,
    ii) Group processing skills such as conflict resolution, consensus building, and networking.

The Mountain Folk School

Our department has a summer residential folk school in the mountains for which students may earn graduate credit. The theme of the folk school is environmental education. We bring in experts on lad use, geology, biology, and botany. It's an intensive, experience based program with an emphasis on global ecology. Last year, for example, one of our experts discussed the extinction of species and the rain forests. The nights are devoted to local folk arts and history. We sing a lot. The folk school builds community, in addition to knowledge about our local cultures and environmental awareness. The folk school agenda is planned by student committees, everyone serves on a work team at the camp, and faculty members pay their own way. It is truly a grassroots, inclusive effort in which cooperation is expected and essential.

Social Action Theater

We also have an award winning social action theater. This organization exemplifies our commitment to inclusivity. Faculty, students, alums, and practitioners in the state and region participate. The improvisational theater troop travels around the area offering dramatic interpretations of adult education themes. Each skit is followed by problem posing dialogue with the audience. Actors and audience get outside of narrow perspectives, frequently developing empathy for disenfranchised adult learners portrayed in the skits. The Wyoming Adult Social Action Theater has been quite successful. It is an evocative medium, reaching the audience on an affective level that is difficult to replicate in a class.

International Adult Education

Our required class on international adult education seeks to develop global awareness. The class focuses on issues as opposed to regions. For example, some of the issues covered are: 1) the impact of colonialism and neo-colonialism on adult education, 2) the educational similarities and differences between developing and technologically developed nations, 3) cultural biases pervasive in adult education. We use examples, simulations, and case studies from particular countries and programs but only to enhance and illustrate the macrocosmic view.

Information Access

We have a new class on information access which teaches not only skills for using technology but for evaluating it. We encourage critical analyses of the educational uses of technology, while modeling its usefulness in a robust distance delivered master's program. Two years ago the faculties in Adult Education and Instructional Technology voted to merge their academic units, creating Adult Learning and Technology. Students in both areas have been enriched with new opportunities to design programs that incorporate technology and lifelong learning.

Conclusions

It is less important today to study specific international systems of adult education than it is to address the problems of educating and training adults in an unpredictable and shrinking world. It is necessary but not sufficient for a few adults educators to travel the globe studying adult education in isolated regions. It is equally important to our field to identify and study the pressing issues that transcend idiosyncratic programs and national priorities. In small ways, adult education professors can begin this process by developing reflective practitioners who have a high level of global awareness, tolerance for differences, understanding of culture, social and environmental responsibility, and the skills needed to operate globally from their corners of the adult education world. In our small way at the University of Wyoming, we have attempted to begin this process with the following: i) curriculum which emphasizes the social, cultural, political, and historic contexts of adult education, ii) the transcendent issues in adult education worldwide, iii) critical thinking and social action, iv) the economic, psychological, and ecological interdependence of nations, and v) practical skills such as group processing and information access.

COOPERATION, COLLABORATION, AND NETWORKING

Marcie Boucouvalas
Virginia Technical Graduate Center

I think I'll hold in abeyance -- at least for purposes of this discussion -- the issue as to whether international adult education is a field either of study or of practice. My earlier discussions (Boucouvalas, 1986, 1991) still speak and suggest to me that the field is still in process and multidimensional in nature. One area of the field in which significant strides seem to have been made is in efforts at cooperation, collaboration, and networking among adult educators around the world. Just look at this session. Athalinda McIntosh from the University of Surrey, England, moderator for this session and a chair of the International Adult Education Task Force of the Commission of Professors (sponsors of this session), is a colleague whom I have known and communicated with for over a decade. The significance of this? Well, Athalinda and I were exchange professor counterparts for the first official British and North American (Exchange) Network of Adult Educators (BANANAE) orchestrated and commissioned by the Commission of Professors of Adult Education and its British counterpart, the Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA). I initially went to England in 1984, and Athalinda returned the next year to my University. Each of our Universities served as a home base from which we proceeded to visit other Universities and present at professional conferences. Our contacts in the exchange country soon became extensive, leading to sustained networking and ongoing collaborative efforts on a variety of projects.

Now Peter Cookson who just spoke shared with us a typology. As it suggests, many types of cooperation, collaboration, and networking are possible, ranging from the formal, structured, generously funded, to the more informal, loosely organized efforts which are supported not by monetary means, but more often by labors of love and the hard work of a committed few. Such individuals or their institutional bases provide support for their activities.

In the short time that we have, I would like to discuss two different types of networking opportunities open to all adult educators around the world. Due to time constraints I will have to forego all the wonderful collaborative research projects materializing around the world among adult educators, but that might make a good "break topic" or focus for a future session. In fact, we have with us today in this session, Alan Knox. As you may know, he has published a book dealing with the results of his efforts comparing adult education systems worldwide and can tell you a lot about the difficulties of embracing that kind of collaborative research on an international basis. With us also in this session is John Niemi, who is one of our pioneers in international and comparative research and practice and is highly experienced in the collaborative kind of endeavors involved in such activities. As many of you know, he has helped illuminate much about Finnish adult education.

The first group I would like to talk about is the International Society for Comparative Adult Education (ISCAE). It is an example of a fairly organized effort that as yet charges no dues to its "members," yet provides them with regular communications and which meets as a group at many gatherings and conferences. In this way it maintains its good energy and momentum. With no dues or official monetary sources, ISCAE is an example of an effort started by the hard work and passionate interest of a committed few. The group has moved from a very loosely organized "committee" of experts to a "research society," replete with officers, meetings, and conferences, but still no dues. Formed initially in 1987 as the Committee for Study and Research in Comparative Adult Education (CSRCAE), this initial group, spearheaded by Alex Charters, was kept to about 14 individuals in 30 countries in order to function effectively. In 1988 it broadened its membership to educators of adult who had been or were engaged at that time in the study and research of comparative adult education. By 1992 its membership increased, and it began functioning more as a Society than a Committee, including also individuals with a strong interest in comparative adult education. Consequently, through a vote of the membership, the name was changed to Society for Comparative Adult Education and later in 1993 to the International Society for Comparative Adult Education. The group currently has about 75 members from about 35 countries. The Society devotes its efforts exclusively to comparative adult education at the international (as distinct from the national) level. Its purposes are multifold: to enhance the field of comparative adult education and to study and provide research in the field. As you can probably imagine, this group is comprised primarily of "professor-types" and other researchers. The definition given to comparative adult education is as follows: (a) statements about the theory, principle, methodology and other topics of comparative studies related to adult education, and (b) studies comparing one or more topics on adult education in two or more countries. Such studies extend beyond description and/or juxtaposition to include an analysis and comparison to identify similarities and differences. The Society, which devotes its efforts exclusively to comparative adult education at the international level, welcomes new members committed to its purposes. I'll distribute some application forms for those of you who might be interested. If we take another look at the handout which Peter Cookson distributed on International Cooperation and Exchange, we can see that the ISCAE quite aptly models the three-stage progression depicted of moving from: (a) stage 1: exploration (initial contact and efforts to maintain relationships; recognition of mutual interests and concerns; sharing of resources; and sense of profit--in this case meaning research interests); (b) expansion of interlocking interest spheres (broadening of emerging interests and sense of interdependence; cooperative activities; benefits--a sense of emerging interdependence); and (c) commitment (formation of a general expectation relationship will continue; earlier activities are repeated and reinforce perceived equitable balance; formation of a recognized network of adult educators with an identity and mission of its own; genuine sense of commitment).

The second group I would like to talk about also may be seen as having progressed through the three-stage model; however, it is in a stage of governance reorganization at present which should afford it an even more international flavor. Also, it is an example of a more formally organized network and action group which does have a dues or "contribution" structure (which is also under revision). Some of their undertakings will help us look toward the future of international adult education cooperation, collaboration, and networking. The group of which I speak is the International Associates in Adult Education. The International Associates was founded in the 1970s by a small group of forward-thinking, service-oriented, internationally experienced adult educators who wanted to find a way for individuals to keep abreast of, become involved with, and contribute to the work of the International Council for Adult Education (ICAE) specifically, and in general to the adult education movement around the world. The ICAE consisted of organizational membership only. Formation of the International Associates was a way for individuals to become personally involved and part of a person-to-person network of adult educators involved in and committed to international adult education.

Since the original founders were already involved in leadership capacities with the United States based Coalition of Adult Education Organizations (CAEO) -- itself comprised of institutional members -- the CAEO along with ICAE became the ideal choice for a joint structure to provide stability to such an effort. Now, we should remember that this effort was launched over 20 years ago, a time when such international networking opportunities were rare. Originally, then, a program of the CAEO, International Associates is now moving toward a more independent governance structure. With the current in-process transformation of governance, the Associates will welcome individuals from all countries. While no longer considered to be a program of CAEO, the two bodies will continue to maintain a collegial relationship and affiliation. The Associates will be governed by their own officers and by-laws. While September, 1997, has been established as a target date for full implementation (sound leadership structure, by-laws, membership categories, etc.), in all likelihood a stable structure will be forthcoming much earlier. The new membership structure and benefits will be available in the spring of 1995, so I will distribute a form for those of you who may be interested in becoming involved or at least staying abreast. Depending upon membership category, Associate benefits include: a subscription to Convergence, the worldwide adult education journal of the ICAE; a quarterly newsletter produced by the Associates; a Resource Directory of Information on all individual Associates and member organizations of CAEO. Associates also have access to ICAE News and Membership Directory. A brand-new service for Associates is just being launched: a closed list server E-Mail bulletin board open only to Associates to keep abreast of, dialogue about, and collaborate on matters of interest and importance to international adult education and educators. To me, this is the "voice" of the future. Electronic networking will provide not only the opportunity to communicate with each other in general but will also afford the opportunity for serious conferencing and collaboration for both researchers and practitioners, especially since this effort includes a conference moderator. A main aim of the "new" Associates is to bridge theory/research with grass-roots action. All these resources enable and encourage networking, provide an exchange of information, and stimulate and encourage cooperation in international studies, research, and action.

We have come a long way in the past few decades with regard both to our interest in, involvement with, and access to our colleagues from other countries and with regard to better understanding and affecting the adult education movement

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worldwide. Technology has catapulted us into a new era, particularly the tremendous growth in the use of and access to services such as Internet. As adult educators, though, it seems apparent that we must now take special care in attending to the potentially ever-widening gulf between the "haves" and "have-nots" whether they be individuals or countries. What is in the future for international adult education? Technology, for sure. What will we do, and how effective will we be in preserving and empowering the human element? I trust that we will be continuing this dialogue in a variety of ways. Thank you.

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RESEARCH AND THEORY BUILDING SPECIAL INTEREST GROUP

Trenton R. Ferro, **Co-Chair**
Indiana University of Pennsylvania

Gary J. Dean, **Co-Chair**
Indiana University of Pennsylvania

First session: Institutional Publication Productivity in Selected Adult Education Journals

John Rachal, University of Southern Mississippi, and Steve F. Sargent, Somerset Community College, Kentucky

The presenters reported on a recent study investigating which journals were most recommended and used most frequently for scholarly and professional publication in the field of adult education. Based on the returns of a survey sent to members of the commission, the presenters prioritized those journals which were recommended most often as the leading journals in the field and, hence, the most desirable publication vehicles. The investigators then performed an analysis of authorship of articles in the top-rated journals over the last ten years to determine which institutions had the highest rate of publication. The full report of this investigation appears in the Winter, 1995, issue of *Adult Education Quarterly* (the top-rated journal for scholarly publishing in adult education).

Second session: Perceptions Resulting from the Creation of the RE/ACE Dissertation Register

Robert Mason
Northern Illinois University

Thomas A. Lifvendahl
Northern Illinois University

The presenters reported on their work in establishing a comprehensive database which would list all dissertations written in the field of adult education. Some of their key points:

1. Ignored Research in Adult Education
   - *The dissertation database is extensive (well over 6000 titles) but historically underutilized.
   - *Until recently accessing information has been difficult.
   - *RE/ACE has been mandated to continue cataloguing dissertations and create a Registry.
   - *The initial Registry will cover 1931-1994.
   - *It has the potential of having an impact on the field by streamlining efforts to obtain dissertations for research.

2. Initial Discoveries
   - *University Microfilms International (UMI) is the vendor of record for most dissertations.
   - *A significant number of adult education departments and their universities have not fully cooperated with UMI; consequently, the UMI database is not complete.
   - *This means that roughly only about 60%-70% of adult education dissertations are readily available for research.
   - *As a result, compilation of dissertations has been inconsistent and has made research using dissertations difficult.

3. Registry Mission
   The intent of this project is to:
   - *Merge two distinct databases (UMI's "Education, Adult and Continuing" [code #0615] category and the RE/ACE Registry) into one consolidated resource.
   - *Code each adult education dissertation utilizing a comprehensive and updated coding protocol, the Roger DeCrow/William Rainey Harper Memorial International Classification System (see Appendix C).
   - *Make this database both cost effective and easily retrievable (formats could range from a stand-alone CD/ROM product to access on the World-Wide Web).

4. Questions
*Does your department submit dissertation abstracts to a public vendor?
*Is that vendor University Microfilms International (UMI)?
*Were you aware before this presentation that there is not a consolidated database for dissertations in adult education?
*Will the proposed Registry, as presented, be of use to you?
*What suggestions do you have for improving this project?

The presenters invite responses to these questions, other questions, suggestions, and comments.

Third session: Ethical Issues in Conducting Adult Education Research

Gary J. Dean
Indiana University of Pennsylvania

Trenton R. Ferro
Indiana University of Pennsylvania

The coordinators conducted an open forum to raise and explore issues related to ethics and the conduct of research in adult education. Topics included treatment of human subjects, codes of ethics in research, the relationship between mentors and students (whose work is it, and who gets the credit?), the use of other peoples' material (the issue of plagiarism), using instruments without consent and/or purchase, and the relationship with the sponsors of research projects.

Other (nonresearch) ethical concerns related to codes of ethics for practice in the field and the role/function of part-time and volunteer teachers. Since the discussion was exploratory in nature, the primary outcome was the identification of important issues. These issues will be used as the basis for developing SIG programs at future meetings of CPAE. The coordinators invite the submission of codes of ethics which have been, or are being, developed or rationales for not developing codes of ethics as input for planning such programs.

MEETING THE CHALLENGES, MAKING CHANGES: REFLECTIONS ON THE 1994 CPAE CONFERENCE

Susan B. Slusarski
Syracuse University

Prologue

Donald Schon (1990) suggests we do not learn from experience, but we learn from our reflections on the experience. What are reflections? One reads, listens to, or experiences something, thinks about it in relation to other experiences and knowledge, considers, wonders, and comes to a conclusion--or formulates more questions. As one aspiring to the professoriate, I have been asked to write my reflections of the 1994 Commission of Professors of Adult Education Conference, "Challenge and Change," held in Nashville, Tennessee. Conference basics include purpose, content, and format. In this article, I reflect on the content of the two general sessions and briefly address the purposes and format or process of the conference.

Introduction

The annual conference of the Commission of Professors of Adult Education has traditionally provided the forum for considering pertinent issues in the field of adult education. The 1994 conference, "Challenge and Change," continued the dialogue from previous conferences: with the downsizing and restructuring of universities, what is the future role of adult education in academe? The two general sessions provided a nice balance of thought and practice. Friday evening's panel addressed "what we need to do to survive and/or thrive" while Saturday morning's panel responded with "here's what some of us are doing."

The Preaching: A Challenge to Change

The three speakers for the opening panel, "Challenge and Change in the Postmodern Era for Higher Education and Colleges of Education," presented interesting perspectives of adult education's future role in the rapidly changing setting of higher education. Whereas two speakers evaluated the changes as providing windows of opportunity, one speaker suggested the demise of higher education as we know it today.

A Window of Opportunity

The future of adult education programs and colleges of education is relevant to the future of universities themselves. The three are interdependent. Diane Common, Academic Vice President, University of Regina, saw a window of opportunity for adult education programs and faculty in the transformation of universities from research institutions to research AND teaching institutions. Diane suggested adult education programs adopt a strategy of providing their teaching expertise to the university community.

Diane explained four conditions which have promoted a research focus over the recognition of exemplary teaching. These conditions are related and include (a) rewards and resources allocated on the basis of research, (b) continuing professional development directed towards research, (c) faculty perceptions of themselves in terms of their research within the "invisible college" of their field, rather than their university, and (d) allegiance of adult education faculty to their departments and "academic tribe," rather than the university. One result of these conditions is that the teaching component of the university's mission has been diminished. By changing these four conditions, the status of teaching can be elevated. Adult education faculty can impact these changes at the university level.

Diane's strategy is for adult education programs to develop a new allegiance with colleges of education and the administration of universities. Adult education faculty, for example, could become active in faculty development through such activities as peer evaluation of teaching performance. Diane encouraged adult education faculty to be politically active in their colleges of education, assume university leadership, and put their knowledge in front of their colleagues.

Similar Window, Similar Opportunity

Richard Wisniewski, Dean, College of Education, University of Tennessee at Knoxville, shared a similar perspective as Diane about the opportunity to improve teaching on campus. He focused his remarks on the "fit" of adult education (a rivulet) in colleges of education (with K-12 as the mainstream). His perspective was that adult education's position in colleges of education is "good," because both adult education and K-12 have similar needs and place an emphasis on teaching.

Richard identified several trends that suggest an active role for adult education in colleges of education. For example, colleges work with more adults seeking continuing education, and there is interest in applying adult education theory and practice to reform teaching. To take advantage of this window of opportunity, adult education faculty need to become part of the mainstream and much more visible in their colleges of education.

Richard offered that the future of adult education and colleges of education is in the "RE-design, RE-form and RE-structuring" of the colleges of education. At his university, the College of Education has undergone a restructuring process--through "white papers, retreats, and vendettas." To revitalize the college, departments were eliminated and interdisciplinary units of faculty and programs have been created as a "New College of Education." With the redesign, adult education principles such as self-directed learning, internships, and building on life experience may contribute to the reform of higher education. Richard stated forming linkages with others was "the right thing at the right time." Other universities (such as George Washington and the University of New Mexico) are attempting similar innovative models. Adult education has a role in this restructuring of the teaching/learning process and the revitalization of colleges of education.

An Outsider's View

Glenn Smith, Department Chair, Leadership, Education and Policy, Northern Illinois University, was invited to speak as an "outsider." He provided convincing evidence that he was an outsider to the field, yet he is not a stranger to the field--his department has adult education faculty, he has presented at the Adult Education Research Conference (AERC), and he had prepared for this presentation by delving into the adult education literature.

What is the future of adult education in the university? Glenn's response was "None!" He argued today's universities which represent modernism and rationality and are racist, classist, sexist, elitist, etc., need to change. He reminded us that the original struggle over who has the official knowledge started with the guilds and who was allowed to teach. Until universities came into effect, people learned in informal and non-formal ways. Adult education, therefore, has a history well before Benjamin Franklin's Junto.

Yet, Glenn suggested that adult education has changed from a "pioneering" field to one that resembles any other discipline in academe. He gave many examples of how adult education faculty have taken on the academy's "rules and regulations," such as preferring the use of the lecture method, maintaining power differentials, and other trappings. Adult education has emerged as a field, Glenn stated, "but that doesn't mean that it has arrived." In his perspective, with legitimacy has come the loss of the "soul" of adult education.

The greater problem, however, is with the university. Glenn alleged that we are getting on a ship that is going in the wrong direction. In education, the most exciting work is being done outside the university. His solution is that we should create free-standing institutes of advanced study with faculty as co-learners with students and get away from the rules and regulations. It is time to change our approach, and Glenn was optimistic about the change.

Reflections

A major theme that emerged from the panelists' remarks was that adult education faculty should become more proactive during the transformation of the university. Three strategies for being more proactive include sharing expertise with the broader university community, developing interdependent relationships with the colleges of education, and becoming more visible and active politically within the university.

Does adult education have something to share? The panelists provided reassurance that adult education is a legitimate field. We have a knowledge base. There are scholars in the field involved in worthwhile research. It is time to move beyond explaining what the field is (declaring our existence) to sharing the knowledge with colleagues. As Adrian Blunt (1993) concluded from the remarks of a previous conference panel, rather than debate our legitimacy, we should demonstrate our legitimacy and worth within the academic and wider community.

Two facets of university life encourage a more active role for adult education. The first is the resurgence of interest in a scholarship of teaching. Diane stated adult education faculty have expertise and could contribute to the teaching focus and faculty development university-wide. The scholarship of teaching at the university has been too long in the background. A second facet, as Richard noted, is the continued influx of adult students in undergraduate and graduate programs. Through work on adult learning and teaching, adult education faculty can contribute to making better instructional environments and more effective teachers. Moreover, we can increase our research in the areas of teaching and learning in adulthood. Will efforts to improve teaching matter? Yes, if the university reward system is changed, and rewards are given more equitably for research, teaching, and service.

The second strategy of developing relationships with the colleges of education seems congruent with adult education's perspective of "lifelong" learning. At last year's conference, Rosemary Caffarella encouraged adult education faculty to see themselves as part of *lifelong education* and to align themselves with K-12 teaching. As a former elementary school teacher, the invitation was encouraging: I see many commonalties in the teaching/learning of adults and children as well as some differences. Richard suggested that by connecting with colleges of education, we may contribute to the restructuring to meet the needs of adult learners. The interdisciplinary model of the "New College of Education" at the University of Tennessee-Knoxville is exciting, offering opportunities for contribution and development. Adult education has much to offer and borrows from many disciplines; now there may be sharing and growth within the umbrella of lifelong education.

Yet, by joining forces with K-12, will we lose our hard-won (or, in some cases, still being fought) identity as a field? If we build alliances throughout the colleges of education, we will lose and gain--lose independence and singularity, gain collegiality and enhance the idea of lifelong learning. Actually, if we look at school-based education, we find Social Studies teachers have a separate community even though they may work in cross-departmental teams. If other universities develop similar interdisciplinary teams within the colleges of education, the Commission of Professors of Adult Education will be more valuable as a place to reclaim that single identity of our field.

The third strategy--to be political and visible in the university--is a necessity. In one respect, changes made by the university have a direct effect on adult education programs. Yet, adult education faculty may make an impact on the transformation of the university, replacing the "irrationality" of current academic restructuring (as Vanessa Sheared remarked at last year's conference) by lending some rationality. Perhaps we can influence the transformation of universities into lifelong learning organizations which reward the scholarship of *discovery* (research) and the scholarship of *integration* (connecting across disciplines), *application* (practice), and *teaching* (Boyer, 1990).

The panel presentations provided an opportunity to reflect on the future role adult education programs may have--or may lose--in higher education. The panelists encouraged us to become proactive--sharing our expertise, developing interdependent relationships with colleges of education, and becoming more visible within the university to influence the university's transformation. The presenters spoke to us as a body--a fixed group. Yet, within the Commission, adult education faculty represent many situations: some faculty are from programs which have closed and merged, other faculty are from programs which are growing; some faculty are well established, some faculty are still carving a niche, and some faculty represent the new leaders and scholars in the field. Thus, the strategies will be weighed differently by faculty in their own context, as will be the practical suggestions offered during the second general session.

The Practice: "Connecting to Change on Our Campus"

Whereas the first panel suggested overall strategies for adult education faculty and programs in academe, the second panel provided examples of current practice--strategies that had been used by adult educators to meet the challenges of a changing university environment. The stories provide different routes on the map--and hope for the future.

Linking With K-12: "Adult Education and Undergraduate Teacher Education"

The money-driven decision to unite faculty under the "Division of Lifelong Learning and Instruction" at the University of Wyoming in Laramie brought the adult education faculty--once distant from public schools and having a graduate focus--into undergraduate teacher preparation. Donna Amstutz, Associate Professor, described her role as an adult education faculty member in the design, development, and implementation of a new undergraduate teacher preparation program.

How did the program work in reality? On the one hand, Donna explained that they were able to include a basic adult education principle-- "to gain an understanding of why I as a teacher need to be a lifelong learner in an ever-changing society"--as one of the six outcomes of the program. On the other hand, two major problems occurred. First, the "old line" mentor teachers were not supportive of new methods. Subsequently, the faculty provided professional development for the mentor teachers as well. The second problem, a turf issue (adult education had been involved with continuing professional development but was not school-based) was addressed by emphasizing similarities in teaching and learning in K-12 and adult education and offering "best practice" strategies. Although the program efforts were not without difficulties, the new undergraduate teacher preparation program has received an award as a model program from NEA's National Center for Innovation.

Adult education faculty served as change agents and helped mentor teachers and future teachers become more student-centered by sharing the paradigm, "Excellent instructors teach the student, not the content." Donna challenged the members of the Commission to become involved in preparing better teachers.

Connecting Research Interests: "Adult Education Research and its Relationship with Education Research"

What are the trends in research in colleges of education? Sharan Merriam, Professor, University of Georgia, after contacting faculty in colleges of education in different universities, identified four trends and several research areas. First, largely because of funding, colleges of education are "connecting back" to the field of practice. Faculty are involved in action research projects and making an effort to bring the practitioner back into research. A second trend was a major shift in some areas to qualitative research. For example, one school requires an action research project as part of its degree program. Third, some colleges are experimenting with the format of the dissertation itself. One school is trying a dissertation format as a collection of articles or essays. The fourth trend is for collaborative research projects, as funds are being sent directly to research centers. Current research areas mentioned by those interviewed were reflective practice, staff development and continuing professional education, literacy, technology and distance education, international and global awareness, and ethics.

Sharan also encouraged a stronger linking of adult education with colleges of education. She noted that K-12 school mission statements include "our language"--the statements mention *lifelong learners, autonomous learners, self-directed learners,* and *cooperative learning*. Sharan concluded: "WE are not as different as they think we are. Nor are THEY as different as they think they are."

Broadening the Base: "Adult Education Courses, Certificates, Degrees through Distance Education"

The challenges to the field as noted by Peter S. Cookson, Professor, Penn State University, were philosophical--the problem of interpreting the nature and relevance of adult education to prospective students and funders--and practical--the forging of relationships with other colleagues, recruiting students to the program, and raising financial support.

The response by the Adult Education Program at Penn State to the practical challenges were to extend degree programs to other sites, to offer courses through distance education technologies, to work with Continuing and Distance Education for equitable revenue-sharing arrangements and collaboration in program development, and to organize a sequence of courses for certificates in such areas as Distance Education, HRD/Workplace Learning, and Adult Literacy. Their efforts have been productive, yet institutional guidelines often create obstacles to their mission.

Peter's solution for the problem of “what's in a name” would be to change the program name to "Adult, Continuing, and Distance Education" to reflect more accurately the areas of practice as well as the field of study the faculty serve.

Meeting Standards: "External Reviews and the Value of Accreditation for Adult Education"

Barbara Burnaby, Chair, Department of Adult Education, Ontario Institute for Studies in Education, outlined the procedures used in Ontario, Canada, to set and enforce standards for graduate programs and the potential effects of the review process. The Ontario Council on Graduate Studies (OCGS) conducts the review process, approving new programs and re-approving existing graduate programs once every seven years. The OCGS, unfortunately, works from an elitist paradigm, valuing research (i.e., publishing is #1) rather than a paradigm of research, teaching, and service.

Barbara noted areas of good, mixed, and bad outcomes of the review process. A “good” outcome was that the process provided an opportunity to review everything from course coherence to faculty/student ratios to graduation rates. Faculty, knowing that there would be a review, were encouraged to attend to the standards. And, because of the standards, Barbara (as the department chair) had some leverage--with the faculty in balancing workload and with the administration in requesting resources. "Mixed" outcomes were the quantitative aspects of the review and the emphasis on differentiating the degrees offered. A "bad" aspect of the review was the focus on publications and the omission of criteria for teaching performance and field service. The review process served as a motivator, but one based on threat. Barbara concluded that it was useful to have a regular evaluation process but important that the values of the reviewer be explicit. Barbara suggested that for CPAE, the standards might serve as a basis, but the standards would need to be re-visited and questions of authority answered.

More Reflections

The four presentations provided examples of “do-ables,” changes made to meet the challenge of surviving and thriving in universities undergoing transformation.

What would an interdependent relationship with K-12 look like? Donna's experience with undergraduate teacher preparation illustrated the reality of working with K-12 undergraduate students and mentor teachers and being involved in school-based issues. The seven principles of lifelong learning (compiled by Michael Day and presented by Donna) that provide rationale for adult education faculty involvement (see 1994 Proceedings) in teacher preparation may be instrumental for other faculty to use if going in that direction. Sharing expertise on teaching is one way to build relationships with colleges of education.

Collaborative research would be another venue for building working relationships with other education faculty. Research interests in adult education seem compatible with current research in colleges of education. Areas such as literacy, cognition, and learning with new technologies overlap areas suggested by David Hemphill at the 1993 CPAE conference, although he offered some others that relate to the broader community as well.

The increased interest in qualitative methodologies and action research fits well with adult education. One of the better presentations I observed at the American Association for Adult and Continuing Education (AAACE) Conference (which preceded and overlapped CPAE) was the presentation, "Practitioner Action Research as Leadership Development: Tennessee Experiences +" by Juliet Merrifield, Edith Key, and Janice Upton. The session described a project in which adult basic education (ABE) practitioners engaged in action research. Adult education faculty served as resources, and the teachers conducted the research, growing both in an understanding of the research process and in confidence in their ability to influence their practice. Involving teachers in action research helps enhance the theory/practice connection.

University relationships usually are improved when programs bring in money. Distance education programs using technology, extended sites, and certificate programs are certainly strategies--but not guarantees--for keeping a program viable for the university. (My experience has been with the Adult Education Program at Syracuse University, an excellent program with extended sites and distance education, which, nonetheless, met its demise through university restructuring.) Being political seems an implicit requirement for university faculty today. Perhaps more involvement of adult education graduate students (even though many are part-time) on university-wide committees would contribute to program visibility as well.

Should CPAE establish an external review process? Allan Quigley will head a task force to explore the issue, and I will be interested in the report, especially having heard Barbara's presentation. On the one hand, I agree with the principle of evaluation based on criteria for quality programs, and I imagine a "good review" would provide credence of program value to the university. On the other hand, I find outside review a distancing ("bad cop," threatening) rather than a partnering ("good cop," or peers who share your values) approach. Still, I can see an external review process encouraging faculty to address such issues as graduation rates (as suggested by Barbara): attention is paid to getting into a degree program--what about getting out? What is a program's track record on supporting students through the degree process? What linkages are programs making with employers? Yet, recently, the American Association of Colleges for Teacher Education (AACTE) voted down a proposal for requiring accreditation by its members (although encouraging members to comply with standards), as the process was costly and time-consuming (Nicklin, 1995). Who would pay for external review? Moreover, would external review bring adult education back to a tribal focus when alignment with the colleges of education and the universities has been suggested? The task force report on external review should be examined judiciously.

Within the membership of CPAE, there were probably more stories of practice that could have been told with suggestions on routes to follow and warnings of obstacles along the way. This sharing is a benefit for belonging to the Commission. Providing the forum for sharing is a purpose of CPAE.

The Purpose and the Process: The Conference as a Learning Experience

Although the explicit purpose of a conference is professional development, the conference is many things to many people. For some, it is simply a chance to get away from daily routines. For others, it is an opportunity to share resources and learn new things. The conference is exciting! We meet new people, attend presentations by those with expertise and experience, and renew long-distance friendships with colleagues. Whatever our individual purposes are, the purpose of the conference--the why--and the format or process--the how-- also convey a message. Having looked at the "what" or the content and issues of the general sessions, I would like to reflect on the conference as a learning experience by reviewing the purposes and format or process.

Purposes of CPAE and the Annual Conference

The Commission of Professors of Adult Education has formally agreed upon the following purposes:

> 1. To identify and disseminate resources that support adult education as a field of study, research, and practice. 2. To act as a vehicle for strengthening and supporting academic excellence in adult education. 3. To provide opportunities for the professional development of professors of adult education. 4. To study and publish positions on social issues of concern to adult educators. 5. To provide a forum for critical reflection and dialogue on scholarship and practice that reflects the diversity in adult education. (Greenland, 1994 , p. 4)

The annual conference satisfied the purposes of the association by providing professional development, as well as providing a forum for dialogue and a sharing of resources to strengthen and support academic excellence.

Thus, a purpose of the conference is professional development. Another purpose of the conference is the business aspect--such things as reporting on membership and finances, electing new members to the Executive Committee, and dealing with operational issues. A major concern brought before the group was a proposed change in CPAE membership status to meet IRS guidelines for the non-profit status of AAACE. If CPAE is a part of AAACE, then anyone in AAACE can become a member of CPAE. The decision made at the meeting was to put the matter to a vote before the entire membership; the result of the vote was to stay affiliated with AAACE. The potential effects of this change suggest new challenges for the Commission.

Process and Format: Modeling Good Practice

Overall, the conference had a nice flow--from opening meeting to Special Interest Group (SIG) sessions to the evening panel to a morning panel and more SIG concurrent sessions to the concluding business meeting. There were times of concentration and times of relaxation. If the major purpose of the CPAE conference is professional development, how did the conference fare as an instructional event? I will look at several areas--content, instructors, learners, materials and methods, setting, and context.

- *The Content*. The conference theme-- "Challenge and Change"-- was timely and continued the concerns of the role of adult education programs with university restructuring expressed at previous conferences. The general sessions focused on topics of general interest and the concurrent sessions provided a variety of topics of special interest. Other issues such as power, gender, race, although not a focus of the conference theme, perhaps were discussed at other times.

- *The "Instructors."* The presenters at the general sessions had something worth listening to and were enthusiastic about their topic. For me (a participant of the past three CPAE conferences), the panel members provided a mix of known and "new" faces at CPAE; I liked the different perspectives. It was helpful to have the titles of Friday evening's panel listed in the program. The panels included women, men, Canadians, Americans; there were no people of color.

- *The Learners*. At the Opening Session, the Chair Ralph Brockett welcomed everyone and asked for people to stand--first timers, graduate students, international educators, and the leadership of CPAE. The audience included many scholars in the field. Yet there were some well known and respected professors missing. Is that significant, or merely a quirk of schedules and obligations or funding? And who were the "new" faces? What brought them to this particular conference? How might we get them to come back? How might we encourage more faculty to contribute their talents to the CPAE community?

The people at the conference were researchers and teachers--professors from universities, affiliate members of CPAE, graduate students, and international adult educators (and quite possibly some visitors)--and learners. But were we really learners? Were we attending to our own professional development, asking questions, sharing our ideas, engaged in the sessions, building networks, providing others with a sense of community? Were we being inclusive? Did we take time to be with friends and time to make others feel welcome? What picture of CPAE did first-time faculty and graduate students take with them from the conference?

- *The Materials: The Conference Program and Proceedings*. The conference program was helpful in describing the sessions, indicating the schedule, and announcing room locations. The cover of the conference program showed "Scholars at a Lecture," a picture published in 1736. The picture was humorous; I applaud the attempt at an interesting cover. One might even argue that different races were represented in the picture. However, the cover displayed no women as "scholars."

The Proceedings benefit both the presenters and the learners, the writers and the readers. The contributors to the Proceedings have the benefit of a publication. The learners have "handouts" to review if they attended the session or to read if they missed the session(s) because of conflicting responsibilities or choices.

- *The Methods.* The general sessions provided an open forum for dialogue. Yet, they basically became a series of lectures: the feeling of "talking at" was hard to escape. The discussion seemed sparse in relation to the provocative presentations. I didn't sense a **discussion** ("heaving of ideas back and forth in a winner-takes-all competition") or a **dialogue** ("a free-flowing of meaning through a group") (Senge, 1990, p. 10). Is it possible to have a "discussion" in a large group? People have different rates of thinking--of analyzing, synthesizing, evaluating--and of interest and commitment. What discussion might have occurred had there been prepared questions to "break the ice" in the large group? What might have been gained if the format included a brief structured time to discuss in small groups what the panels had presented and to share personal experiences with university restructuring? What might have been gained if the main points the panelists were making had been captured and charted visually as a mind map during the presentations? What might have been gained if there were designated panel reactors as well as moderators?

- *The Setting.* The conference environment was professional yet welcoming. The receptions and coffee breaks were considerate of people's need for sustenance and an opportunity to socialize. Yet, how might we "learn our way out" of hotel conference room set-ups? How might we initiate change in hotel rules and redesign the space to create a sense of community? For example, arranging the chairs in rows in a semi-circle would break the formality and create a warmer sense of community. What would it be like if more participants sat in the front and presenters came out into the audience? I think of Sternberg (1988) and his theory of intelligence--how else might we SHAPE or ADAPT the setting to promote dialogue on the important issues before us at the annual conference?

- *The Larger Context.* We were a part of a larger gathering. Many adult education faculty presented at the concurrent sessions of AAACE, while others presented at the concurrent sessions offered by the Special Interest Groups of CPAE (and some presented at both). Scheduling CPAE as a post-conference to AAACE encourages this relationship of professors and practitioners. A discussion on AEDNET following the conference focused on conference presentations *not* modeling good practice. Bill Griffith suggested, "Don't complain, get involved." Are we modeling good practice in these presentations?

I have only approached the conference as a learning experience from one direction, as an instructional event (and one could argue that conferences are not instructional events). There are many more directions from which conferences might be examined. Nonetheless, I believe the purposes should not be assumed but made explicit. I also believe it is valuable to examine the process. Reflecting on the what, the why, and the how provides a more complete picture of the conference and its contribution to professional development.

Concluding Thoughts

The membership of the Commission of Professors of Adult Education had been given a challenge or call to action: "we need to change the way we function on our campuses" (Quigley, 1993, p. 24). Reviewing the past conferences, we have seen a progression in recognizing and addressing this need to change: in 1991, the prediction of program demise; in 1992, the report on the issues and recommendations; in 1993, faculty experiences and different perspectives and group development of strategies for protecting, preserving, and creating a new role for adult education in the universities. Now, in 1994 , we have been offered several approaches to meeting the challenge--exploring the bigger picture of our relationship to the colleges of education and with the university and exposing the nuts-and-bolts of already-tried strategies in more detail. The 1994 Conference demonstrated that the Commission has a more than adequate understanding of the changes within colleges of education and the universities themselves. Moreover, some programs have already responded to the changes. It will be an additional challenge for adult education faculty to maintain quality graduate programs while focusing new energies on developing interdependent relationships within the colleges of education and gaining visibility within the larger university.

As adult education faculty align with colleges of education and commit to more active role in university restructuring, CPAE will play a significant role in maintaining the identity of the field of adult education. I hope CPAE will continue to serve as a "learning organization": creating continuous learning opportunities and promoting inquiry and dialogue through the annual conference, encouraging collaboration, establishing systems (such as the Small Interest Groups and task forces) to capture and share learning, empowering people toward a collective vision, and connecting the organization to its environment (Watkins & Marsick, 1993). If we consider the expression, "Think globally, act locally," CPAE will provide the platform to think globally while adult education faculty act globally and locally. Indeed, the annual CPAE conference, the Adult Education Research Conference (AERC), and Internet discussion groups such as AEDNET and the Commission of Professors of Adult Education (CPAE-L) will assume an even greater importance in preserving a sense of identity as a field and a continued commitment to excellence in the education of adults, as adult education faculty proceed to meet the challenges and make changes in an ever-changing world.

Epilogue

I realize that the article has an end, but my thoughts and reflections, of course, continue as I imagine my own future and the future of other doctoral candidates who aspire to contribute to the research, study, and practice of our field. The struggles of CPAE over the past several years and the strategies described suggest a changed blueprint for our future as well. When I began my degree program, I brought skills in teaching adults, so my personal challenge was to grasp the diversity and fragmentation of the field of adult education. As I progressed through my program at Syracuse University, the continuing challenge was to develop as a researcher and scholar. As I moved closer to completing my degree, I considered the challenge to be one of relating theory and research to practice and drawing on practice to inform my research. Now as I complete my degree and move into the field, I imagine myself as researcher, teacher, integrator, and applier, but as faculty, I will have a new challenge--that of weaver, to weave the many strands of adult education into the fabric of the college of education and the university. I think it's an exciting time for us all.

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APPENDIX A
COMMISSION OF PROFESSORS OF ADULT EDUCATION
Minutes of Business Meeting

Nashville, Tennessee
November 5, 1994

1. Call to order

The annual meeting of the Commission of Professors of Adult Education was called to order by the chair, Ralph Brockett, at 1:30 p.m. in the Tennessee Room of the Stauffer Nashville Hotel in Nashville.

2. Minutes

The minutes of the 1993 business meeting as submitted by Annette Greenland were approved (moved by Bart Beaudin, seconded by Allan Quigley).

3. Treasurer's Report

The treasurer's report (Attachment A) for October 1, 1993, to November 1, 1994, was accepted (moved by Bob Mason, seconded by Scipio Colin, III).

4. Standing Committees

Membership: Caroline Sherritt, chair, reported that total membership for 1993-94 was 209 full members, 25 affiliate members, and 37 emeritus members. The report (Attachment B) was accepted (moved by Doug Smith, seconded by Sean Courtney). Jerry Apps, Russell Robinson, and John Ohliger (moved by John Niemi, seconded by Donna Amstutz) were unanimously elected emeritus members of CPAE.

Ralph Brockett thanked Caroline for her efforts as membership chair.

It was noted that membership status would vary depending on the outcome of the action taken by the membership in response to our need to comply with AAACE. Discussion was postponed until later.

Nominations: Waynne James, chair, presented the committee's slate of nominees to replace the outgoing members of the Executive Committee. The nominations were as follows: Carolyn Clark, Trenton Ferro, Robert Nolan, and Harold Stubblefield. She then called for nominations from the floor and John Dirkx was nominated. Hearing no further nominations, she closed the nominations. Ballots were cast, and the election committee (Waynne James, chair, Libby Knott, replacing John Rachel, and Talmadge Guy) counted the ballots.

Carolyn Clark and Harold Stubblefield were elected.

5. Reports of Special Interest Groups

a. **Critical Theory:** Did not have a business meeting. Elizabeth Peters and Barbara Mullins will continue as co-chairs.

b. **HRD:** In the absence of the co-chairs, Doug Smith reported that the group is alive and well. Interest in this group was generated at the session, "What Should We Do With the HRD SIG and Its Membership?" Kenneth Paprock will continue as chair, but it was not known whether Bert Wiswell will continue.

c. **Instructional Improvement:** Nothing to report. Bart Beaudin and Sue Slusarski will continue as co-chairs. Other members of the group have committed to help.

d. **International:** Athalinda McIntosh reported that the international group has been reactivated and looks forward to creating international links among adult educators. Athalinda and Gretchen Bersch will continue as co-chairs. Co-chairs elect, Barbara Mullins and Bernadine Chapman, will work with them this coming year to explore ways to foster greater international exchange and cooperation among adult educators.

e. **Research and Theory:** Trenton Ferro reported that one concern of this group was ethics in research in adult education. This will become part of the agenda for future SIG meetings. Trenton Ferro and Gary Dean will continue as co-chairs.

Following the reports of the SIGs, discussion ensued regarding the procedure for creating a SIG. Ralph Brockett stated that anyone desiring to initiate a SIG need only propose such a group and obtain 25 signatures of members who support the creation of the group. Those persons signing the proposal need not become members of the SIG.

6. Old Business

a. Annette Greenland reported that the 1993 Proceedings has been mailed. She is still seeking addresses for some emeritus members. Ralph Brockett thanked her for her work and the excellent job she did compiling the Proceedings.

The 1992 Proceedings are complete and ready for mailing. The executive committee will decide on a format for distributing the Proceedings.

The 1994 Proceedings will be edited by Fred Schied and Cheryl Polson.

b. Companion to the "gray book": Ralph Brockett reported that proposals for the book are being submitted, and the committee (Annie Brooks, Tal Guy, Jorge Jeria, Trudy Preciphs, and Butch Wilson) will make a recommendation to the Executive Committee to go forward with the publishing. Two proposals have been submitted and are under review and consideration. Daniele Flannery questioned why the decision and/or the publication of the book was taking so long.

This sparked a discussion about whether we needed to wait another year in order for the Executive Committee to make a decision. Ralph stated that the committee will continue to review the proposals, work with the two sets of editors, and hopefully come to a final decision. This decision would be forwarded to the Executive Committee, which could act on the proposal prior to the next fall meeting. Once the Executive Committee acts on the proposal, the proposal, which will need to meet AAACE Publication guidelines, will be submitted to the AAACE Publications Committee for review and final approval.

While many people present questioned the procedure, Annette Greenland reminded us that the Executive Committee was following the procedure established in 1993, at the time the companion book was proposed. According to the RFP distributed at that meeting (Attachment C) by Annie Brooks, proposals were to be submitted by March 1, 1994, and a decision was to be made by a Selection Committee. It appeared that everyone is desirous of moving forward with this as quickly as possible.

c. Ralph Brockett asked for a report on the status of the Social Philosophy Luncheon. Fred Schied stated that it had been eliminated due to limited attendance influenced by the cost of the luncheon, currently at approximately $30-40 in most hotels. Following expressions of support for the luncheon, Fred Schied moved (seconded by Trenton Ferro) that CPAE sponsor a Social Philosophy talk before the CPAE meeting and that the Executive Committee select the speaker. Sharan Merriam moved (seconded by Bob Nolan) to amend the motion to change "sponsor" to "underwrite, but seeking some financial support from AAACE." Allan Quigley also offered a friendly amendment (seconded by Richard Orem) that the Executive Committee review this procedure next year. The motion, including the amendments, carried.

d. The discussion of compliance with AAACE was postponed until new business.

e. Rae Rohfield brought up the question of where copies of the Proceedings should be housed. John Niemi suggested they be put in ERIC. A motion that the editor submit copies of the Proceedings to ERIC passed (made by Sharan Merriam, seconded by Rae Rohfield).

7. New Business

a. Athalinda McIntosh announced that SCUTREA intends to negotiate (make a bid) with AERC for an International Conference in Leeds, England, in 1997. As with the 1988 conference, this would be in addition to the regular AERC conference.

Daniele Flannery reminded those present that any other campus can make a bid for the 1997 conference.

b. At this point the meeting was turned over to Carol Kasworm to discuss issues faced by CPAE as part of AAACE for compliance with new IRS guidelines.

Carol prefaced her remarks with the statement that our link with AAACE must reflect the nature of AAACE and that separate membership in CPAE without membership in AAACE was no longer feasible. In other words, CPAE must become more a part of the whole. She then introduced three motions that had to come forward in order for AAACE to be in compliance with IRS regulations.

Motion 1 (seconded by Jim Fischer): All members of the Commission of Professors of Adult Education must be members of AAACE and, conversely, any member of AAACE may be a member of the Commission of Professors of Adult Education.

Motion 2 (seconded by Caroline Sherritt): The Commission of Professors of Adult Education will maintain its budget process to conform to AAACE's fiscal year of July 1 to June 30. This motion passed.

Motion 3 (seconded by Annette Greenland): The Commission of Professors of Adult Education will adopt the AAACE Chart of Accounts. This motion passed.

To clarify Motion 1, Brad Courtenay explained the new membership categories (Attachment D). Since the implication of these categories is that CPAE can no longer have separate membership categories, and thus no longer exclude affiliate members from voting, it sparked considerable controversy. Several concerns were mentioned. Concern that persons other than professors of adult education would be in a position to influence important policy decisions. Concern that it would change the nature of the meetings, and CPAE would no longer be a place for exchange of dialogue with other professors. On the other hand, some suggested there was merit in changing and in opening up membership to others. During the entire debate, concern was expressed regarding our relationship with AAACE which has not always been favorable. As the afternoon wore on and the audience became sparser, Scipio Colin and others expressed a concern that this was too important an issue to be left to the few remaining participants. Betty Hayes proposed an amendment to Motion 1 to require that it be a mail vote. The amendment was approved, and Carol stated that she would send out ballots. If the vote is favorable (and the motion passes), CPAE will be in compliance. If the vote is unfavorable, CPAE will no longer exist as part of AAACE.

Carol thanked everyone for their patience and their thoughtful consideration of this issue. Then Ralph Brockett resumed the chair.

c. Annette Greenland moved (seconded by Bart Beaudin) that the Commission Director, an elected position in AAACE to represent the Commission of Professors of Adult Education on the AAACE Executive Board, be recognized as a member of the CPAE Executive Committee. The motion carried.

d. Announcements

Lorraine Zinn reported a desire for cooperation in field testing The Philosophy of Adult Education Inventory. Copies of the inventory were made available for those who were interested.

Jim Fischer announced a position vacancy at the University of Wisconsin-Madison.

Gary Dean and Trenton Ferro reminded members to submit articles to the PAACE Journal.

Ron Cervero expressed concern over the lack of nominations for the Imogene Okes Research Award. He suggested that CPAE get involved. He moved (seconded by Peter Cookson) that the CPAE Executive Committee manage the award. The motion carried.

Vanessa Sheared stated that bids for the 1997 AERC conference may be submitted to her.

Allan Quigley moved (Carole Weaver seconded) that the Executive Committee establish a committee to study the possibility of developing an external review committee. The motion carried.

e. Ralph thanked the persons responsible for planning the conference and the Executive Committee.

f. Rae Rohfield moved (seconded by John Dirkx) that the meeting adjourn. The motion carried.

Attachment A

COMMISSION OF PROFESSORS OF ADULT EDUCATION

Treasurer's Report

October 1, 1993 -- November 1, 1994

BALANCE ON HAND (October 1, 1993)	$ 7687.10

INCOME:

A.	1993-94 Membership Dues	1726.60
B.	1994-95 Membership Dues	1260.00
C.	1993 Conference Fees	3975.00
D.	Bank Interest	107.27
		7068.87

DISBURSEMENTS:

A.	Mailings	.00
B.	Printing	.00
C.	Conference Expenses	1060.00
D.	Bank Fees	15.15
E.	Other Expenses (consulting/copies)	5.42
		1075.42

BALANCE ON HAND (November 1, 1994)	$ 13,675.40

Charlotte Webb Farr
Secretary/Treasurer
November 1, 1994

Attachment B

COMMISSION OF PROFESSORS OF ADULT EDUCATION
ANNUAL CONFERENCE
NOVEMBER 1994

Activities

1. At the 1993 conference, 80 individuals renewed their memberships. Seven individuals were granted emeritus status.

2. Forty-four individuals renewed their membership in the weeks immediately following the conference.

3. In late May, a reminder was sent out to those individuals who had not renewed prior to that time. Sixty-five memberships were renewed as a result of the notice.

Current Membership

Current membership comparison with the last two years:

	1991-92	1992-93	1993-94
Full members	157	198	209
Affiliate members	1	17	25
Emeritus members	26	30	37

The membership committee requests CPAE action on those members requesting emeritus status.

Recommendations

1. All members should review the current membership list for up-to-date information. Please review the emeritus section also. Most of the information on the emeritus members is not accurate, but we have no way of updating the list without the help of the other members who know these individuals.

2. We recommend that the schedule for CPAE be changed to a fiscal year schedule to coincide with AAACE. This could eliminate the confusion over what year the dues are actually being paid for. (Example: FY 1996 dues would be due July 15, 1995, and cover the period through July 15, 1996, when dues would be due again.)

Respectfully submitted,

Caroline Sherritt, Membership Chair

Attachment C

CALL FOR PROPOSALS

The Commission of Professors of Adult Education and the American Association of Adult and Continuing Education are soliciting proposals for an additional volume of the "black book." The original black book, Adult Education: Outlines of An Emerging Field of University Study, was published in 1964. It was sponsored by the CPAE and was written to document the actual and potential knowledge base of the field. In 1991 a companion volume was published under the name Adult Education: Evolution and Achievements in a Developing Field of Study with the intention of updating the original black book which was concerned with the status of adult education as an academic discipline. The result was a documentation of the ways in which the formal knowledge base has evolved over the past twenty-five years from the perspective of acknowledged scholars in the field.

While the CPAE recognizes that Adult Education has made a significant contribution to the study of adult education, the Commission believes that the formal knowledge base as currently documented does not reflect the diversity of adult education theory and practice. Recent writing by feminists, African-Americans and other ethnic groups, as well as by critical theorists and postmodernists have alerted us to the insight that our formal knowledge base as currently documented does not reflect the diversity of our field. Thus, in response to a vote of the CPAE membership at its 1992 annual meeting, CPAE will sponsor another companion volume to the original black book. As stipulated in the motion passed by the membership, this new volume will have as its specific goal to document and promote the diversity of adult educator perspectives and practices.

Proposal Content

Proposals should include a statement of how the structure of the book and the process of soliciting contributions responds to the charge to document and promote 'a greater diversity of perspectives and practices' relative to adult education. It should include a description of each chapter to be included and potential contributors if appropriate. Finally, it should include a time-line for completion of the book.

Selection of Proposals

Proposals will be judged according to the criteria of completeness, clarity, and coherence. In particular, attention will be given to how the editor(s) propose to ensure that the structure of the book and solicitation of contributions address the goal of the CPAE as stated above.

The committee responsible for designing an inclusive process for creating the book and the executive committee of the CPAE will work together to select the proposal. The committee members include Annie Brooks, Tal Guy, Jorge Jeria, Trudie Preciphs, and Butch Wilson.

All submissions should be sent by March 1, 1994, to:

Annie Brooks
Adult Education and Human Resource Development
EDB 310
University of Texas - Austin
Austin, TX 78712

Attachment D

In addition to the basic membership services, members receive special benefits depending on the membership category selected. Review the membership services and benefits shown below, then choose the membership category that best meets your professional development needs.

	Individual Memberships				Affiliate[1] Memberships	Organizational[2] Memberships
LEADERSHIP	A	B	C	D	E	F
Annual Conference Presenter	✓	✓	✓	–	✓	✓
Committees	✓	✓	✓	–	✓	✓
PUBLICATIONS						
Adult Education Quarterly	✓	✓	–	–	✓	✓
Adult Learning	✓	✓	–	–	✓	✓
COABE Journal	–	–	–	–	–	–
SPECIAL BENEFITS						
Found. Advisory Council	✓	–	–	–	–	–
Revenue Sharing	–	–	–	–	✓	–
Group Member Discount	–	–	–	–	–	✓
Additional Units (2)	✓	✓	✓	–	✓	✓
Join Additional Units ($15/unit)	✓	✓	✓	✓	✓	✓

[1] E=Affiliate state/provincial adult education associations

Special benefits include (1) receiving $5.00 annual revenue sharing for each joint affiliate and AAACE member; (2) Foundation Advisory Council (by paying a total of $500); (3) co-sponsorship of annual conference and other meetings.

[2] F=Organizations other than state/provincial adult education associations (includes educational institutions, e.g., colleges, universities, and community colleges; community-based organizations; public entities, e.g., state departments of education, military organizations; private, for-profit organizations; and private, non-profit organizations)

Special benefits include (1) Group discounts; (2) Foundation Advisory Council (by paying a total of $500).

AAACE Membership Application and Subscription Form

INSTRUCTIONS

For memberships—Complete the appropriate part of Section 1 for individual and organizational memberships; select 1 commission in Section 3; select unit(s) in Section 4; and complete Section 5 for payment information.

For subscriptions—Complete Section 2 and complete Section 5 for payment information.

Return the form to:

Membership
American Association for Adult and Continuing Education
1200 19th Street, N.W., Ste. 300, Washington, DC 20036
Tel. 202-429-5131 FAX 202-223-4579

1.A INDIVIDUAL MEMBERSHIPS

☐ **A** $500 ☐ **B** $105 ☐ **C** $45 ☐ **D** $25

Your Name ____________________
Title ____________________
Address ____________________
____
City ____________ State ________ Zip ________
Day Telephone (   ) ____________________
Referred by ____________________

As an AAACE member, why not tell your friends and colleagues about the benefits of AAACE membership? As an extra incentive, for every member you recruit, AAACE will give you back a finder's fee of $5. All you need to do is write in your name on the referral line.

1.B AFFILIATE MEMBERSHIP

☐ **E** $250
Affiliate membership (state/provincial adult education associations)

Name of Affiliate ____________________
____
Contact Person's Name ____________________
(Membership benefits will be given to one designated representative)
Address ____________________
City ____________ State ________ Zip ________
Day Telephone (   ) ____________________
Referred by ____________________

As an AAACE member, why not tell your friends and colleagues about the benefits of AAACE membership? As an extra incentive, for every member you recruit, AAACE will give you back a finder's fee of $5. All you need to do is write in your name on the referral line.

BEST COPY AVAILABLE

APPENDIX B
1994 Annual Report of Doctorates Conferred in Adult Education

Compiled by
Diane A. Lund and Robert C. Mason
Northern Illinois University

Ball State University

Andrews, Dennis L. (1994)
A Qualitative Study of the Political Knowledge of Adults.

Davis, David A. (1994)
Effects of the Scholars Summer Residential Program as a Stimulus for Encouraging Indiana Minority Students to Pursue Higher Education.

Hochstetler, Jay J. (1994)
A Qualitative Study of the Self-Reported Beliefs and Behavior of the Graduates of Three Doctoral Programs in Adult Education.

McCord, Mary Alice (1994)
Training Needs of Pre-Venture Female Entrepreneurs.

California State University - Fresno

Carlson, Rosa (1994)
Chief Executive Officers in a School District, Community College District, and a Profit Organization: A Comparative Study in Decision Making Processes and Styles.

Rogers, Cheryl (1994)
Principals' Perceptions of Differential Parent Involvement Practices for High and Low Socioeconomic Schools.

East Texas State University

Hickox, Charles (1994)
Training for Internet: Stages of Concern Among Academic Library Staff in the AMIGOS Consortium.

Fielding Institute

Fazio, John (1994)
Instructional Imperatives of the Adult Student in the Undergraduate Institution.

Florida State University

Brown, Richard (1994)

Career Mobility of Health Services Administrators and the Role of Continuing Professional Education.

Closson, Rosemary (1994)

Wise Women Wear Black Hats: A Life History Exploration of Professional Identity Formation on African-American Adult Educators.

Sidikou, Maman (1994)

Adult Education and the Cross-Cultural Transfer of Innovation: A Critical Analysis of the Rural Organizations Development Policy in Nigeria.

Illinois State University

Khantachvana, Phachon (1994)

Competencies for a Technical Education Curriculum Perceptions of Technical Education Teachers in Bangkok, Thailand.

Phettongkam, Staporn (1994)

A Qualitative Study of the Migrant Students at the Bangkok Metropolitan Administration Vocational Training Center.

Wilson, Boyd L. (1994)

The Development and Evaluation of an Instructional Program in Statistical Literacy for Use in Post-Secondary Education.

Kansas State University

Miller, Martha (1994)

School Board Member Perceptions of Boardsmanship Education, Training and Development Resources with Regard to the Performance of School Board Duties.

West, Angela (1994)

African Methodist Episcopal Pastoral Perceptions Concerning the Role of the Church in Adult Education.

Nolte, Jeffrey (1994)

Effects of Inservice Training on Part-Time Continuing Education Family.

Pearson, Joan (1994)

Practices to Serve Adult Learners: Proponence and Usage in Kansas Community Colleges.

Hope, Norman (1994)
Modes of Continuing Professional Education: A Factor Analytical Test of Houle's Modes of Learning with Certified Public Accountants.

Fung, Catherine (1994)
Relationships Between Education-Related Fears, Anxiety, Self-Esteem, and Education Attitudes.

Siebrands, Wendy (1994)
The Influence of Educational Experience on Instructional Staff.

Siebrands, Larry (1994)
Defining the Personality Characteristics of an Andragogically Inclined Instructor.

Montana State University

Conard, Betty Ann (1994)
Teaching and Learning -- The Thirty to Sixty Second Television Commercial.

Moretti, Robert J. (1994)
Executive Level Decision Styles and Learning Strategies of Volunteer Leaders.

North Carolina State University

Abdul-Rahman, Zuraidah (1994)
Factors Related to Completion of Distance Education Degree Courses in the Off-Campus Degree Program at the Universiti Sains of Malaysia.

Boone, John Bower (1994)
Factors Associated with Community College Administrators' and Local Stakeholders' Perceived Satisfaction with the Economic Development Strategies Used by North Carolina Community Colleges.

Braswell, Elizabeth L. (1994)
A New Professionalism for a Paradigm Shift: A Case Study of the North Carolina Writing Project.

Chandler Jr., Jarrett Taylor (1994)
Stages of Concern Expressed by Selected North Carolina Community College Faculty and Staff About the Adoption of Institutional Effectiveness Criteria.

Coplin, Jennifer Diane (1994)
A Study of the Effects of a Workplace Literacy Program on Learning, Performance, and Productivity.

Favorite, Bonnie Banks (1994)
Becoming a Total Quality Leader: Developmental Experiences of Executives Responsible for Total Quality Management.

Gatewood, Algie C. (1994)
A Comparative Analysis and Evaluation of Community College Nonprofit Foundations in North Carolina.

Goza, Pauline Latta (1994)
Selected Factors Which Influence Ninth-Grade Students' Educational Expectations and Attitudes Toward Education in North Carolina.

Johnson, Rose Harrell (1994)
Resource Integration to Enhance a Community College's Ability to be Community-Based.

Logan, Archie Doyster (1994)
Henry Martin Tupper and His Adult Education Activities Among African-Americans 1865-1893.

Puckett, David P. (1994)
Initiating and Implementing Partnerships Between Community Colleges and Business and Industry in North Carolina.

Spurgeon, Linda P. (1994)
A Comparison of the Educational Philosophies of Training and Development Leaders, Professors and Practitioners.

Todd, Timothy S. (1994)
Institutional Effectiveness in Level I Higher Education Institutions: The Southern Region of the United States.

Wells, Sandra J. (1994)
Learning and Leadership Development of Women Entrepreneurs: An Exploratory Study.

Young, Otis Randolph (1994)
An Examination of the Critical Success Factors Method of Determining Institutional Effectiveness: Variables Related to Selected Critical Success Factors Used by the North Carolina Community College System.

Northern Illinois University

Ahmad, Zainal Ariffin (1994)
Chief Academic Officers as Learners: Adult Learning Patterns Within an Organizational Context.

Baptiste, Ian (1994)
Educating Politically: In Pursuit of Social Equity.

Campbell, Lela (1994)
Perceptions of Mobility for African American Women in Public School Administration: A Study of Empowerment in Adult Education.

Coleman, Geraldine (1994)
Succeeding Against the Odds: The Interpretation of Social Reality as Revealed in the Life Histories of African-Americans and Its Implications for Adult Education.

Devney, Anne (1994)
An Examination of the Crisis Learning Process Experienced by Family Members of Critically Ill Relatives in an Intensive Care Unit.

Elkins, Sandra (1994)
The Development of Learned Ethical Behavior Among Professional Nurses.

Gresholdt, Gary (1994)
Perceptions of Adult Students and Support Service Providers Relative to Academic and Student Support Services.

Gruber, Linda (1994)
Beyond Borders: A Validation of the Areas and Indicators of Quality of International Education Programming in U.S. Two-Year Colleges.

Hallongren, Eugene (1994)
An Analysis of Community-College Administrative Leaders' Perceptions of Distance Education and the Emergence of Conceptual Framework.

Handzel, Patricia (1994)
A Critical Analysis of Three Myths of Adult Learning in the Workplace.

Hartnett, Barbara (1994)
Reconstructed and Relationalized Leadership: Toward a Theory Grounded in the Experience of Women Community College Presidents.

Kerber, Joan (1994)
Reconstruction of Reality for the Married Couple: Perception Changes Between the Re-entry Woman and her Spouse Through the Process of Higher Education.

Kim, Kyung Hi (1994)
Wisdom, Critical Consciousness, and Adult Education: A Study of Selected Works of Confucius, Aristotle, and Habermas.

Mason, Harold P. (1994)
The Relationships of Academic, Background, and Environmental Variables in the Persistence of Adult African American Male Urban Community College Students.

Reid, Damaris (1994)
Perceptions of Institutional Quality Among Mid-Level Community College Administrators.

Shulman, Janice (1994)
A Comparison Between Traditional and Problem-Based Learning Medical College Students as Self-Directed Continuing Learners.

Smith, Zira (1994)
Self-Employment Skills Training; Educational Survival Strategy for Adults with Low Skills: A Model for Oral Instruction.

Strong, Rebecca (1994)
Journey to Personal Power as a Basis for Decision-Making by Continuing Educators

Svoboda, Nancy (1994)
Crisis Perspective Transformation and Autonomous Learning: Parents Dealing with Child Care Changes.

Thompson, R. Joy (1994)
The Adult Returning Student in the Undergraduate Classroom: A Cross-Institutional Study.

Wiese, Dorothy (1994)
Learning to Live in a Changing Society: Women in Russia 1990-1992.

Woodcock, Jean Ford (1994)
The Relationship of Student Satisfaction with Instructors' and Students' Scores on the Principles of Adult Learning Scales (PALS).

Pennsylvania State University

Baird, Irene (1994)
Learning to Earn "The Right Way": Single Welfare Mothers in a Mandated Education Program.

Christ, Sharon (1994)
The Meaning of Leadership to Women in Higher Education Administration.

Ferry, Natalie (1994)
The Use of Reflection in Action by Novice and Experienced Extension Adult Educators: An Inquiry Into Schon's Epistemology of Practice.

Lott, Dennis (1994)
The Diffusion of Medical Innovation to Pennsylvania's Rural Physicians.

Wislock, Robert (1994)
The Effects of Group Cohesion on the Productivity of Advisory Groups that Plan Employee Training Programs in a University Setting.

Saint Louis University

Lindamood, Sherie Ann (1994)
Clergy Members' Acquisition of Skills for Working with Critically Ill and Dying Persons: Implications for Formal and Continuing Education.

University of Arkansas - Fayetteville

Rhine, Richard (1994)
Driver Turnover: Analysis of a Selected Truckload Freight Company.

Seifert, Linda (1994)
Perceptions of Managerial Coaching Within Selected Workplaces.

University of British Columbia

Sloan-Seale, Atlanta (1994)
Program Planners' Practical Knowledge.

University of Illinois

Gehrt, Karen (1994)
The Role of the EFNEP Paraprofessional in Revitalized Cooperative Extension Service.

Goepp, Daniel (1994)
Learning, Inquiry, and Problem Solving in/and Resulting from Interdisciplinary Management Teams.

Mabry, Frank James (1994)
Factors Influencing the Adoption and Use of Computers by the Faculty of the University of Illinois at Urbana Champaign.

University of Minnesota

Cretilli, Patricia (1994)
The Experience of Being Ethical: A Heuristic Study of Workplace Behavior.

Olsen, Kathleen (1994)
A Study of Adult Students' and Instructors' Perceptions of Teaching Effectiveness in Undergraduate Public Speaking Classes.

University of Missouri - St. Louis

Reese, Cordie Given (1994)
The Meaning and Learning of Great Grandmothering.

University of North Texas

Donahue, William P. (1994)
Adult Christian Education for Baby Boomers: A Descriptive Case Study of Three American Churches.

Garcia, Rebecca (1994)
The Role of Learning in Emergency Physicians' Process of Changing Practice Behavior.

University of Tennessee

Bingman, Mary Beth (1994)
Appalachian Women in Community.

Wood, Joanne M. (1994)
An Exploration of Adult Perception of Deterrents to Participation and Self-Directed Learning Readiness.

University of Texas at Austin

Ryan, Robert (1994)
A Data Envelopment Analysis of Organizational Climate and Performance in Public Transit Operations.

Shindell, Thomas J. (1994)
Toward a Theoretical Analysis of Action Science.

University of Toronto/Ontario Institute

Doduck, Cynthia (1994)
Women, Never Legally Married, Never Having Given Birth, in Our Forties and Living Creatively.

MacLean, Douglas (1994)
Significant Learning of Human Resource Developers.

Martin, D'Arcy (1994)
Street Smart: Learning in the Union Culture.

Mwansa, Dickson (1994)
A Study of Community Perspectives on Participation, Motivation, Changes, and Needs in Zambian Literacy Programs.

Pollex, Heather (1994)
Hospital Culture and Change.

Sayne, Pamela (1994)
Women's Knowledge as Power in the Political Economy of Housing.

Sleightholm-Cairns, Beth (1994)
The Facilitation Process in Computer Conferencing Courses: The Perspectives of Teachers.

Titus, Ronald (1994)
Private Sector Apprenticeship Training in Zimbabwe: A Case Study of the Delta Engineering Training Centre.

Wilkinson, Paul (1994)
Against the Tide: Community-Initiated Development, the Evangeline Experience.

Virginia Polytechnic Institute/State University

Dorworth, Vicky E. (1994)
A Content Analysis of Gender Messages in the Crime Film Genre: Learning About the Criminal Justice Protagonists.

Roman, Cynthia (1994)
The Perceived Role of the Effective Instructor in Graduate Engineering Education at the Naval Surface Warfare Center: Now and For the Future.

APPENDIX C

THE ROGER DE CROW
WILLIAM RAINEY HARPER MEMORIAL
INTERNATIONAL CLASSIFICATION SYSTEM OF
ADULT CONTINUING EDUCATION
RE/ACE DISSERTATION REGISTRY PROJECT
1994

UPDATED AND UTILIZED BY
THOMAS A. LIFVENDAHL

- 0000 Information Sources
  - 0010 Methodology
    - 0011 Experimental/Model
    - 0012 Descriptive/Survey
    - 0013 Historical
    - 0014 Philosophical
    - 0015 Ethnography/Field Research
    - 0016 Case Study
    - 0017 Grounded Theory
    - 0018 Interactive (Action Research)
    - 0019 Critical
    - 0020 Futures Research
    - 0021 Surveys
    - 0025 Quantitative Based
    - 0030 Qualitative Based
    - 0031 Heuristic/Phenomenological
    - 0035 Mixed Methods
  - 0060 Non-ACE Dissertations
  - 0070 ACE Dissertations
    - 0100 Philosophy
    - 0105 Policies
    - 0110 General Objectives
    - 0125 Evaluation
    - 0150 Legislation
    - 0175 Finance
    - 0500 History
    - 0550 Biography
    - 0800 Continuing Higher Education
    - 0900 Adult Education as a Field of Study
    - 0950 Adult Education Research
    - 1100 Adult Learning Characteristics
      - 1150 Mental-Perceptual Abilities
      - 1160 Psychological-Personality Factors
      - 1170 Learning Styles
      - 1180 Learning To Learn
      - 1190 Lifelong Learning
    - 1200 Age-Gerontology

  - 1210 Sex
  - 1220 Marital-Family Status
- 1300 Adult Education Participation
- 1400 Faculty Development
- 1500 Program Planning
  - 1505 Administrative Processes
  - 1510 Assessing Educational Needs
  - 1550 Determining-Refining Objectives
  - 1560 Promotion-Publications
  - 1575 Program Design
  - 1580 Program Delivery
- 1600 Recruitment of Participants
  - 1650 Selection-Prediction for Success
- 1700 Retention
  - 1750 Counseling-Guidance
- 1800 Student Aid and Services
  - 1850 Administration
  - 1890 Relations with Governing-Advisory-Clientele
  - 1895 Other
- 1900 Policy Studies
  - 1910 Education for Social Change
  - 1920 New Social Movements
  - 1930 Traditional Policy
- 2200 Learning Environments
  - 2210 Community Education and Development
  - 2220 Training of Development Workers
  - 2230 Rural Communities
  - 2240 Urban Environments
- 2300 Residential Education
- 2600 Instructional Methods
  - 2630 Teaching Styles
  - 2730 Lecture
  - 2735 Coaching, Individual Instruction, Tutoring, Mentoring
  - 2740 Personal Contact
  - 2750 Circulars, Direct Mail
  - 2760 Internship
  - 2765 Apprenticeship
  - 2770 Independent Study
  - 2780 Programmed Instruction-See also instructional devices
- 2800 Correspondence Study
- 2900 Discussion-Groups
  - 2920 Human Relations, Laboratory Training
  - 2950 Simulations-Gaming
- 3000 Conferences, Institutes, Workshops, Clinics
  - 3005 Meetings
  - 3020 Short Courses
  - 3060 Travel Study
  - 3165 Work Study

- 3100 Mass Media
  - 3120 Multi-Media Methods
  - 3150 Audio-Visual Methods
  - 3160 CD/ROM
  - 3170 Videotape
  - 3180 Audio
  - 3190 Film
- 3200 Distance Education
  - 3210 Educational Television
  - 3220 Educational Radio
  - 3230 Distance Learning
  - 3240 Telephone
  - 3250 Interactive Media
  - 3260 Other Media
- 3300 Computer Based Education
  - 3310 Goal Setting
  - 3320 Group Instruction
  - 3330 Computer Assisted Instruction
  - 3340 Tutoring of Volunteers
  - 3350 Teacher/Student Ratio-Relationships
  - 3360 Learning Contracts
- 3400 Curriculum Materials
  - 3410 Reading Materials
  - 3420 Cultural/Occupational Sensitivity
  - 3430 Materials for the Disabled
  - 3440 Multi-Level/Unbiased-Biased
- 3500 Communications-Instructional Devices
  - 3510 Hardware Development
  - 3520 Software Development
- 3600 Environmental Issues Related to Learning
  - 3610 Classroom Design
  - 3620 Safety
  - 3630 Parking
  - 3640 Transportation
  - 3650 Telephone Access
  - 3660 Breaks
  - 3670 Location
- 3800 Personnel and Staffing
  - 3820 Personnel Selection Policies and Practices
  - 3825 Support Services
- 3900 Staff Training and Development
- 4000 Teachers, Leaders, Change Agents
- 4100 Law Enforcement, Correctional Personnel
- 4200 Administrators
- 4400 Funding Methods and Issues
- 4600 Education of Special Groups
  - 4620 Age Groups
  - 4625 Young Adults

  - 4630 Middle-aged
  - 4635 Older Adults
  - 4650 Sex Differences
  - 4655 Education of Women
  - 4680 Men
  - 4690 Veterans
- 4700 Aptitude Groups
  - 4710 Low Aptitude
  - 4750 Disadvantaged Groups
  - 4760 Economically Deprived
  - 4770 Homeless
  - 4780 Migrant
- 4800 Minority
  - 4810 Black American
  - 4815 Black Non-Citizen
  - 4820 Hispanic
  - 4830 Mexican American
  - 4840 Native American
  - 4850 Eskimo/Inuit
  - 4860 Asian American
  - 4870 Immigrant/Refugee
  - 4880 Jewish
- 4900 Other Minority
- 5000 Disabled
  - 5010 Mentally Disabled
  - 5025 Physically Disabled
  - 5040 Behavior Disorder-Drugs
  - 5050 Correctional Ed.-Inmate
- 5200 Program Areas
  - 5230 Adult Basic Education-General
  - 5231 ABE-Curriculum, Instructional Materials
  - 5232 ABE-Teachers, Administrators-Training of
  - 5233 ABE-Participant Characteristics
  - 5240 Family Literacy
  - 5250 Work-place Literacy
  - 5280 Literacy Training-Foreign
  - 5285 Literacy Training-Domestic
  - 5290 English as a Second Language
- 5300 Adult Secondary Education-GED
  - 5350 Adult Elementary Education
- 5400 Adult Higher Education-Academic Programming
- 5500 Community Services
  - 5550 Community Development Programs
  - 5650 Nontraditional Studies
- 5700 Continuing Education In the Professions
  - 5725 Career Change
  - 5750 Engineering, Architecture
  - 5775 Mathematics

- 5800 Life Sciences
  - 5825 Social Sciences
  - 5850 Medicine and Health (MD/RN)
- 5900 Education
  - 5920 AE Learning Theory
  - 5930 Libraries, Museums, Information Sciences
  - 5950 Law
  - 5960 Law Enforcement
- 6000 Other Educational Areas
  - 6010 Religion
  - 6020 Writing, Acting
  - 6021 Art
  - 6022 Music
  - 6025 Recreation, Leisure activities
  - 6030 Outdoor Education
  - 6040 Environmental Education
  - 6050 Military Professions
  - 6060 Public Administration
  - 6125 Social Work
  - 6130 Volunteers
  - 6150 Technical Education
- 6200 Work Place Education
  - 6210 Management
  - 6220 Supervision
  - 6230 Learning Organizations
  - 6240 Downsizing-Rightsizing
  - 6250 Organizational Change
  - 6260 Human Resource Development
  - 6270 Total Quality Management
- 6300 Labor Education
- 6500 Occupational Education
  - 6510 Industrial Training
  - 6520 Vocational Rehabilitation
  - 6550 Unskilled, Low Aptitude, Disadvantaged
  - 6575 New Careers, Aides, Paraprofessionals
- 6600 Clerical
  - 6610 Sales
  - 6650 Service Occupations
  - 6700 Agriculture-Extension Services
  - 6710 Home Economics
  - 6720 Processing
  - 6735 Machine Trades
  - 6750 Bench-work
  - 6800 Structural Work
  - 6850 Other Occupations
  - 6900 Liberal Education
  - 6950 Health, Mental Health (LPN etc.)
- 7000 Home Management, Consumer Education

- 7020 Family, Parent Education
- 7050 Arts, Crafts, Home Related Recreation
- 7150 Cross Cultural Training
- 8000 Institutional Sponsors/Subjects
  - 8001 Colleges, Universities
  - 8005 Cooperative, Rural Extension
  - 8010 Junior Colleges, Community Colleges
  - 8015 Public Schools
  - 8020 Business and Industry
  - 8025 Armed Forces
  - 8030 Private Schools
  - 8040 Community Based Organizations
  - 8050 Unions, Cooperatives
  - 8100 Religious
  - 8200 Libraries, Museums
  - 8250 Proprietary Schools
  - 8300 State, Local Governments
  - 8400 State, Local Non-Governmental Organizations
  - 8500 Federal Government
  - 8600 National Non-Governmental Organization
  - 8700 Voluntary Organizations
  - 8800 Consortia
  - 8900 Charitable Organizations
- 9000 International Perspective
  - 9020 International Comparative Studies
  - 9040 Developing Nations
  - 9350 Canada
  - 9400 Latin America
  - 9410 South America
  - 9420 Central America
  - 9430 Mexico
  - 9450 Caribbean
  - 9500 Europe
  - 9510 Soviet Union/Russia
  - 9515 Former Soviet Republics
  - 9520 Great Britain-Scotland
  - 9525 Ireland
  - 9530 Nordic Countries
  - 9540 Germany
  - 9570 Eastern Europe
  - 9650 Middle-Near East
  - 9700 Africa
  - 9710 South Africa
  - 9800 Asia
  - 9810 Japan
  - 9815 China-Taiwan
  - 9820 China-Mainland
  - 9950 Australia, New Zealand, Oceanic

APPENDIX D
Participants
1994 Annual Conference
Commission of Professors of Adult Education

Name	Institution or Agency
Jerry S. Adams	Calcasieu Parish Adult Education Program
Carla Aikee	Fort Hays State University
Donna Amstutz	University of Wyoming
Jerry Apps	University of Wisconsin - Madison
Janet Baldwin	GED Testing Service American Council on Educ.
Bart P. Beaudin	Colorado State University
Hal Beder	Rutgers University
Gretchen Bersch	University of Alaska
Adrianne Bonham	Texas A&M University
Marcie Boucouvalas	VA Polytechnic Institute & State Univ. Grad. Ctr.
Ralph Brockett	Leadership Studies Unit, University of Tennessee
Rosemary Cafferella	University of Northern Colorado
Will Callender	University of Southern Maine
Logan Chamberlain	Colorado State University
Bernadine S. Chapman	North Carolina A&T State University
M. Carolyn Clark	Texas A&M University
Scipio A.J. Colin, III	North Carolina State University
Dale Cook	Ohio Literacy Resource Center
Peter Cookson	Penn State University
Judith Cope	California State University
Brad Courtenay	University of Georgia
Sean Courtney	University of Nebraska
Charles Craig	Craig Davidson Association
Gary Dean	Indiana University of Pennsylvania
Daniel DelGesso	
John M. Dirkx	University of Nebraska
Larry M. Dooley	Texas A&M Univ., Educ. Human Resource Dev.
James A. Farmer	University of Illinois
Charlotte Farr	University of Wyoming
Trenton R. Ferro	Indiana Univ. of PA, Adult & Comm. Education
Jane Fishback	Kansas State University
James Fisher	University of Wisconsin
Daniele Flannery	Penn State Harrisburg
Frank Fuller	Northwestern State University
Nancy Gadbow	SUNY Empire State College
Michael W. Galbraith	Florida Atlantic University
Brenda S. Gardner	Xavier University
Pat Garofolo	Ball State University
Annette Greenland	University of North Carolina
William S. Griffith	University of British Columbia
Donald Guthrie	

Talmadge C. Guy	University of Georgia
Laverne Gyant	Northern Illinois University
Wanda B. Hall	Dept. of Educational Leadership & Policy
Charles Halper	Incarnate Word College
Catherine Hansman-Ferguson	Ball State University
Elisabeth Hayes	University of Wisconsin
John A. Henschke	University of Missouri
Clark Hickman	University of Missouri
Waynne James	University of South Florida
Art Johnson	Palm Beach Atlantic College
Carole Karinshak	Penn State University
Elizabeth Kasl	School for Transformative Learning
Carol Kasworm	University of Tennessee
Elizabeth Knott	East Carolina University
Lois Knowles	University of Virginia
Alan Knox	University of Wisconsin - Madison
Carroll A. Londoner	Virginia Commonwealth University
Kathleen Loughlin	Teachers College Columbia University
Robert C. Mason	Northern Illinois University
James H. McElhinney	Ball State University
Athalinda McIntosh	University of Surrey, United Kingdom
Phil Meader	University of Tennessee College of Education
Sharan Merriam	University of Georgia
Molly Milner	Los Angeles Unified School District
Cathy Minturn	Rhea County Board of Education
Oma Morey	University of Texas
Vivian W. Mott	Wilson Mott & Associates
Barbara K. Mullins	University of Memphis
Peter J. Murk	Ball State University Educational Leadership
Wayne L. Nehrt	Cummins Engine Company
John Niemi	Northern Illinois University
Robert E. Nolan	Oklahoma State University
Linda O'Neill	Northern Illinois University
Richard A. Orem	Northern Illinois University
Phillip Owenby	Tennessee Valley Authority
Kenneth Paprock	Texas A&M University
John M. Peters	University of Tennessee
Elizabeth Peterson	University of South Carolina
Allan E. Peveto	Regis University
Cheryl Polson	Kansas State University
Allan Quigley	Penn State University
John Rachal	University of Southern Mississippi
Jost Reischmann	University of Bamberg
Russell D. Robinson	University of Wisconsin
Rae W. Rhofeld	Florida International University
Jovita M. Ross-Gordon	Penn State University
Gene Roth	Northern Illinois University
Lorilee R. Sandmann	Michigan State University

Fred Schied	Penn State University
Ernest M. Schuttenberg	Cleveland State University
Vanessa Sheared	San Francisco State University
Ronald Shearon	North Carolina State University
Caroline Sherritt	University of Wyoming
Burt Sisco	University of Wyoming
Susan B. Slusarski	Syracuse University
Douglas Smith	Florida International University
Henry L. Smith	Olivet Nazarene University
Priscilla Spencer	
Sherman Stanage	Northern Illinois University
Sara M. Steele	Univ. of Wisconsin - Madison CAUE
Harold Stubblefield	North Virginia Graduate Center
Elizabeth Tisdell	Antioch University - Seattle
Kate Toms	State Literacy Resource Center
Max van der Kamp	University of Groningen
Marie Volpe	Columbia University Teachers College
Jim Walter	
Pierre Walter	University of Wisconsin
Howard Walters	Gulf Coast Research Lab
Karen Watkins	University of Georgia
Carol Weaver	Seattle University
Donna L. Whitson	University of Wyoming College of Education
Delight Willing	Seattle University
Arthur L. Wilson	Ball State University
Lavetta E. Wilson	University of Southern Mississippi
Mary Alice Wolf	Saint Joseph College
Lorraine M. Zinn	Lifelong Learning Options
Lorrie Zygmont	Temple University